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ABSTRACT

These lessons are designed to introduce students to the concept of interdependence through the many links that Kansas has with people and nations all over the world. Social, political, economic, and cultural links are explored with lessons for all grade levels. Each lesson is self-contained with objectives, materials, and procedures for student and teacher. Copy-ready worksheets accompany most lessons. The lessons are grouped around five units: (1) "Understanding Global Interdependence"; (2) "Kansas in a Global Economy"; (3) "Kansas Agriculture Helps Feed the World"; (4) "Kansas Business in a World Market"; and (5) "Your Community and the World." (EH)

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KANSAS IN THE WORLD

THE UNIVERSITY OF KANSAS

CENTER FOR ECONOMIC EDUCATION
202 BAILEY HALL
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KANSAS IN THE WORLD

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FOREWORD

Technology, communications, and social, political, and economic changes have made the world seem a very small place. As educators, parents, and others prepare young people for their roles as citizens in the 21st Century, they must realize that economic well-being will depend in large part on the ability to understand and work together with people of other nations.

To face this challenge, government, business and education must work together. Only through such combined efforts can we hope to adequately prepare young Kansans to function effectively in today's interdependent global society.

Recently, the governors of the United States met to discuss the tasks needed if the states are to ensure that their young people have the knowledge and skills necessary to be effective in a globally influenced economy. Kansas is ready and willing to meet the challenge of ensuring that every Kansas youth has the opportunity to acquire the needed knowledge and skills.

To assist with this challenge, the Kansas State Department of Education and the University of Kansas School of Education have prepared KANSAS IN THE WORLD. This series of lessons is designed to assist educators in their efforts to prepare students to successfully interact with the many diverse cultures that make up today's world. I encourage all of us to work together so that we can achieve the critical goal of strengthening the economic well-being of our state's citizens.

Mike

Mike Hayden
Governor of Kansas

PREFACE

The world that Kansas graduates will enter will be drastically different from that of our grandparents. Recent research developments in technology, transportation, and communications systems have resulted in the phenomenon of the "shrinking world." These advancements have been responsible for bringing people and ideas closer together, distributing Kansas goods and services to all parts of the globe, and providing a catalyst for improvements and exchanges in cultures. Current statistics tell us that the United States and Kansas are linked closely with the rest of the world: (a) more than 7,000 U.S. corporations, including some Kansas firms, have operations overseas; (b) one in five Americans, including many Kansans, have jobs that are dependent on international trade; and (c) forty percent of American farmland, especially in Kansas, produces food for people all over the world.

The purpose of KANSAS IN THE WORLD is to provide teachers with lessons that they can use to introduce students to the many links that make Kansas interdependent with people and nations all over the world. The Kansas State Department of Education and the University of Kansas School of Education are pleased to make these lessons available to Kansas educators and are appreciative of the efforts of those individuals and organizations who have made this publication possible.

The incorporation of a global perspective into the education of Kansas youth is essential to their development as effective citizens in a changing society. I encourage Kansas educators to work with their students in developing a better understanding of the important role that Kansas plays in linking people, goods and services worldwide.

Lee Droegemueller
Commissioner of Education

INTRODUCTION

KANSAS IN THE WORLD is a booklet of lessons designed to introduce students to the concept of interdependence through examples of the many ways in which the people of Kansas are linked - socially, politically, economically, and culturally - to people and nations all over the world. The booklet is designed to take upper elementary, middle, junior high, and senior high school students beyond their state borders in order to prepare them for their future roles as citizens of the 21st Century.

The lessons in the booklet are grouped around five units. These units and their lessons are designed to flow sequentially, but teachers are encouraged to use the information and resources as guides to developing a program which will best meet the needs of their classrooms. The material emphasizes student involvement and focuses on increasing student awareness and understanding of Kansas' growing ties to the rest of the world.

The lessons are written at different levels so that the topics can be used in subject areas at the upper elementary or the middle or the junior high or the senior high levels. Each lesson is self-contained with objectives, materials and step-by-step procedures for both the teacher and student. Most lessons have copy-ready worksheets that enable the teacher to more readily convert lesson ideas for use in the classroom.

The world scene is changing so rapidly that instructional materials quickly lose their relevance. Since KANSAS IN THE WORLD activities are concerned with connections between Kansas and the rest of the world, they will require constant updating. To assist teachers in this process, each lesson concludes with a list of resources which can be contacted to keep information up to date. An overview of each of the units follows:

UNIT 1. Understanding Global Interdependence

This unit is designed to provide students with an introduction to the concept of global interdependence. Examples of the concept of interdependence are provided in a variety of activities which can be infused into a number of subject areas. Students use cooperative learning and active hands-on learning strategies to discover how their lives are linked with people all over the world.

UNIT 2. Kansas in a Global Economy

Despite being a land-locked state, Kansas is actively involved in shipping and receiving goods and services from all over the world. This unit provides students with an understanding of the importance of global trade to the future of the Kansas economy by reading what our major government leaders have to say on the topic.

UNIT 3. Kansas Feeds the World

Students will learn about the past, present, and future role of agriculture in the state's economy. Many students will be surprised to see how much they do not know about the many different products grown in our state - it's not all wheat! Students will be asked to analyze the role of agriculture in the future of our state's economy through a series of higher-level questions.

UNIT 4. Kansas Business in a World Market

What kinds of products do Kansans ship overseas? This unit gives students a chance to examine case studies of four major Kansas firms and to learn where and how they sell their products abroad. There is a simulation which allows students to set up their own export business. They move through a step-by-step process which will take them from the initial product design to the complex distribution of their product in an overseas foreign market.

UNIT 5. Your Community and the World

How is your city linked to the world? In this unit, students will research the many cultural, political, economic and social global ties which can be found right in their own backyard. Students will produce a "Your City in the World" unit that can be an interesting product to share with their community.

Richard Leighty
Social Studies Specialist
Kansas State Department
of Education

ACKNOWLEDGMENTS

KANSAS IN THE WORLD was funded through the University of Indiana Social Studies Development Center with a grant from the Danforth Foundation. Many people provided helpful advice in the preparation of this booklet. A special thanks goes to Dr. James Becker and Linda Wojtan at the Social Studies Development Center, Indiana University, who shared their expertise and knowledge throughout this project.

Thanks also goes to Dr. Lisa Spiegel and the many undergraduate students and professors at The University of Kansas, as well as numerous Kansas teachers, business, and government officials who contributed their time to make this project a reality. The publication of this document was made possible through the assistance of Richard Leighty, Social Studies Specialist, Kansas State Department of Education.

This unit could not have been completed without the efforts of the primary writing team of Rebecca Murphy, Westridge Middle School, Shawnee Mission Unified School District, and Paul Stuewe, Lawrence High School, Lawrence Unified School District. They both spent many long hours collecting research and developing lesson ideas over the course of two summers. This project is due to their enthusiastic support, creative ideas, and dedication.

Pat Weiss, Project Director
The School of Education
The University of Kansas

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KANSAS IN THE WORLD

SECTION ONE

UNDERSTANDING GLOBAL INTERDEPENDENCE

1. A Day in the Life of a Student
2. Global Interconnections Through Systems
3. The Kansas and Henan, China, Sister-State
4. Your Ethnic Heritage: A Family History Project
5. Global Awareness from a Student Perspective
6. Visiting Other Nations: What Impressions Do We Leave?
7. If It's Noon in Kansas - What Time is it in Tokyo?
8. Planning a Trip Abroad to Expand Our Global Awareness
9. The World's Wit, Wisdom, and Values
10. Our World Roots in Kansas -Kansans Concerned with World Issues

A DAY IN THE LIFE OF A STUDENT

OVERVIEW: Every day our lives are affected by our global interdependence with foreign markets. The purpose of this lesson is to increase student awareness of the links which exist between their day-to-day lives and the world at large.

OBJECTIVES: The students will be able to:

1. develop a definition of the concept "interdependence"
2. explore global connections at a personal level.
3. acknowledge the connections of everyday life materials and affairs to wide circles and global systems.

MATERIALS: "Before You Finish Eating Breakfast This Morning" handout

PROCEDURE:

1. Break students into small groups and allow them to read and discuss the student handout, "Before You Finish Eating Breakfast This Morning."

2. Ask them to determine which items they find to be surprising and why?

3. Have the groups discuss the comment made by Dr. Martin Luther King, Jr. on the top of the handout.

4. Each group should brainstorm a definition for the concept "interdependence."

5. Have each group decide whether or not the information contained in the handout has any implications about the importance of the interdependent relationships. What are the pros and cons of interdependence?

6. Students will be asked to complete the student packet as homework to reinforce this information.

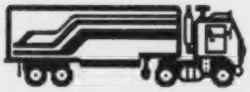
7. Possible discussion questions for a follow-up worksheet or discussion.
   1. How dependent are you and your family on products from the rest of the world?
   2. What would your life be like without these products?
   3. What parts of the world seem to supply our needs for imported products?

8. Possible concept expansion and lesson enhancement. In groups or individually, have students survey the following places in the community for foreign-made products:
   a. A local business (grocery store, hardware store, clothing store, etc.)
   b. Parking lots for foreign-made vechicles.
   c. Equipment in schools (audiovisual, sports, science, home economics, etc.).

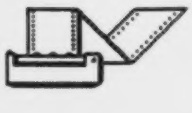
9. Have students categorize their data and make charts or tables to present their information to the class. You may want to have the students indicate on a map where these products are from. Ask the class to draw conclusions about their data.

10. Possible discussion questions:

   a. What would life be like without foreign-made products?
   b. How much do you think communities of the world depend on the U.S. for products?
   c. List some reasons why U.S. citizens use many products made in other countries.



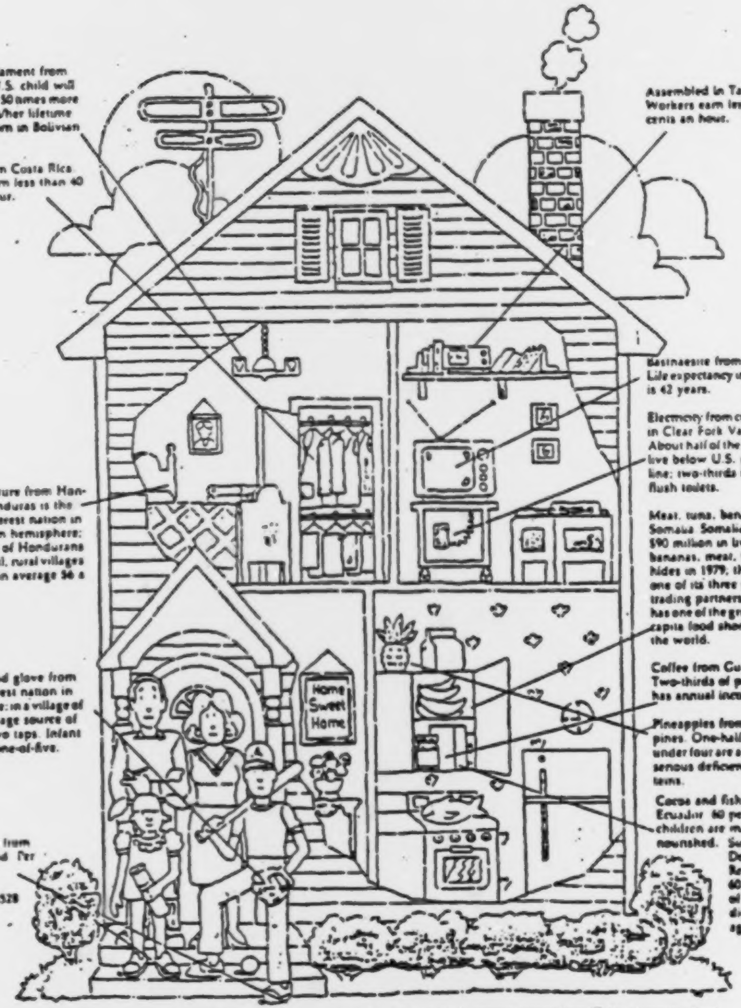
DEVELOPMENTS IN TRANSPORTATION, COMMUNICATION, AND TECHNOLOGY FOSTER THE GROWTH OF INTERDEPENDENCE



Before you finish eating breakfast this morning,

you've depended on more than half the world. This is the way our universe is structured.... We aren't going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality.

Martin Luther King, Jr.



Tungsten filament from Bolivia. A U.S. child will consume 30-50 times more goods in his/her lifetime than one born in Bolivian highlands.

Clothes from Costa Rica. Workers earn less than 40 cents an hour.

Teak furniture from Honduras. Honduras is the second poorest nation in the western hemisphere; 75 percent of Hondurans live in small, rural villages and earn an average $6 a month.

Baseball and glove from Haiti. Poorest nation in hemisphere: in a village of 6,000, average source of water is two taps. Infant mortality one-of-five.

Rubber from Thailand. Per capita, Thais make $528 a year.

Assembled in Taiwan. Workers earn less than 25 cents an hour.

Bastnaesite from Burundi. Life expectancy in Burundi is 42 years.

Electricity from coal mined in Clear Fork Valley, Ky. About half of the residents live below U.S. poverty line; two-thirds have no flush toilets.

Meat, tuna, bananas from Somalia. Somalia exported $90 million in livestock, bananas, meat, tuna and hides in 1979; the U.S. is one of its three principal trading partners. Somalia has one of the greatest per capita food shortages in the world.

Coffee from Guatemala. Two-thirds of population has annual income of $42.

Pineapples from Philippines. One-half children under four are affected by serious deficiency of proteins.

Cocoa and fish from Ecuador. 60 percent of children are malnourished.

Sugar from Dominican Republic. 60 percent of children die before age five.

Other common items supplied by Third-World nations: tea from Bangladesh; copper wiring from Chile; aluminum from Jamaica; tin from Malaysia; dog food from fishmeal from Peru; cork (for bulletin board) from Algeria; natural gas from Mexico.

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STUDENT WORKSHEET

A DAY IN THE LIFE OF A STUDENT

DIRECTIONS: THIS WORKSHEET WAS DESIGNED TO HELP YOU SURVEY THE GLOBAL CONNECTIONS IN YOUR DAILY LIFE.

1. Survey your bedroom and list all the items that you think were produced in a foreign country.

2. Survey your closet for foreign-made garments and accessories.

3. Take a look around your kitchen. What foods do you think were grown or produced outside the United States?

4. What types of ethnic foods are your favorites?

5. Do you or anyone in your family own a foreign-made automobile? If so, list the make and country of origin.

6. Ask your family and friends if they work for a company with multinational connections. Give some examples of global companies.

7. Do you or anyone in your family speak or understand a foreign language?

8. Do you understand the metric system that is used by most other nations?

9. Do you or anyone in your family belong to an organization with members or programs in a foreign country? If so, which ones?

10. Have you ever traveled to a foreign country? If so, where?

11. Do you or have you ever had relatives who lived abroad? If so, where?

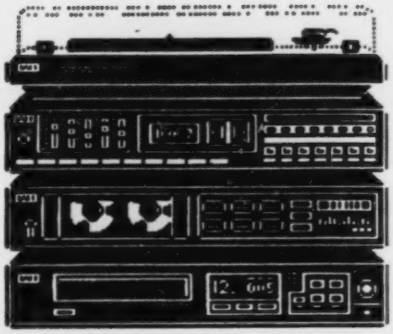
12. Does your family participate in a religion that has foreign affiliations? Explain.

13. Do you collect stamps, coins, or dolls from a foreign country? Describe your collection.

14. Do you have records, tapes, or compact discs performed by foreign recording artists? Give some examples.

15. Do you participate in any athletics or activities that have foreign influences or ties? List them.

FOREIGN INFLUENCES ON THE RADIO



Have you ever thought about how different listening to the radio would be without foreign influences? This activity was developed to make you aware of foreign music groups, advertising about international products, and international news stories.

To prepare for this activity you will need to find a radio or stereo and turn it to your favorite station. While listening to this station for thirty minutes, you will need to keep track of the songs and their recording artists, whether the group is foreign or American based, any commercials that advertise products made in a foreign country, and any highlights from international news stories.

LIST OF SONGS PLAYED

#	TITLE OF SONG	ARTIST	AMERICAN OR FOREIGN?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

LIST OF COMMERCIALS PLAYED IN BETWEEN SONGS

	COMMERCIAL PRODUCT	AMERICAN OR FOREIGN MADE?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

GIVE AN OVERVIEW OF ANY NEWS STORIES WITH INTERNATIONAL CONNECTIONS

1.

2.

3.

4.

5.

6.

7.

8.

Which of the above stories do you think most closely impacts your life?

KANSAS IN THE WORLD

GLOBAL INTERCONNECTIONS: THROUGH SYSTEMS

OVERVIEW: What is a system? A system is a functionally related group of elements forming machines, and/or organic entities such as the human body, family, community, society, and other objects like rocks, trees and water systems.

The term systems-view is used here to indicate a way of looking at ourselves and at the world holistically. According to the systems view, one perceives all phenomenon in terms of relationships, integration, organizations, interactivity, and mutual dependency. Systems are integrated while their specific structures arise from the interaction and interdependence of their parts. Systems are intrinsically dynamic in their nature. The processes of transaction and simultaneous interaction between multiple components are important for the functioning of the entire system.

To illustrate the concept of system we could look at how a school functions. For the system to be complete, you must have a school board, administration, teachers, students, parent organizations, school bus service, cafeteria workers, custodians, secretaries, aides, and additional support staff, etc. Each group must fulfill its role for the school "system" to function effectively. They are dependent on each other.

OBJECTIVES: The students will be able to:

1. define and give examples of the term interdependence.
2. apply the term interdependence to a model of a functioning system.
3. extend the model of interdependence among peoples from a local to a global level.

MATERIALS: Chart and Student Handouts

PROCEDURE:

1. Have students brainstorm about the types of jobs held by persons at a hospital to help ensure quality patient care. List them on the board. The following is a list of possible answers:

   - administrative staff
   - food service workers
   - nurses
   - chaplains
   - equipment distribution
   - medical records
   - housekeeping services
   - laboratory personnel
   - doctors
   - pharmacists
   - clerks/secretaries
   - X-ray and scan technician

2. Next have the students help create a list of goods and services provided by these hospital employees.

   - **administrative staff** - oversees all hospital operations and the financial budget.
   - **food service workers** - prepare and distribute food.
   - **nurses** - provide routine patient care and assist doctors.
   - **chaplains** - provide religious support and comfort.
   - **equipment and supply distribution** - clean, sterilize, and distribute such items as IV regulators, heating pads, etc. Stock floors of all medical supplies used in patient care.
   - **medical records** - keep track of past and present patient histories.
   - **housekeeping services** - clean rooms and halls, and prepare rooms for new patients.
   - **laboratory personnel** - gather and evaluate specimens.
   - **doctors** - diagnose and administer appropriate treatment to patients.
   - **clerks and secretaries** - admit patients, update doctor's orders, and complete patient files.
   - **X-ray and scan technicians** - assist nurses and doctors, perform routine tests such as X-rays, sonograms, scans, EKG's, EEG's, etc.

3. Students should try and come up with a list of goods and services that are not provided by hospital employees but are needed for adequate patient care. A list of suggestions is provided.

   - laundry services
   - research scientists
   - production of medicines
   - production of supplies

- telephone service
- ambulance service
- electricity / utilities
- colleges and training programs

4. Introduce the concept of interdependence. From our hospital model, we can see that all health care professionals and support staff must work together to provide care for patients at the maximum level of efficiency. The employees are dependent on each other; no one employee can do the job alone. This is known as interdependence.

5. Illustrate the concept of interdependence on an overhead or the board. Below is the hospital model.

Administrative Staff
food service workers
housekeeping workers
laboratory personnel
X-ray and scan technicians
EFFECTIVE FUNCTIONING
clerks and secretaries
HOSPITAL
medical records clerks
doctors and nurses
chaplains
equipment and supply distribution personnel

6. Ask students to give examples of what would happen if the employees did not perform their jobs adequately or were not there.

7. Apply the concept of interdependence to other situations: your school, the local grocery store, Kansas City International Airport, a family, etc.

8. Broaden the concept of interdependence to include cities, states, and finally nations. Students must realize that nations, like individual people rely on each other to supply necessary products and services; this is done through a process known as world trade. No one nation can supply its citizens with all of the products or goods (cars, TV's, oil, timber, etc.) and services (insurance, financial consulting, education, etc.) demanded; thus, nations specialize in those industries in which they do best, and trade those products for the goods and services that they do not have. For example, the United States buys many raw products and resources from countries like Indonesia. Indonesia can use the dollars from the sale to send its students to the United States for a quality graduate level education. In this trade the U.S. provides its superior educational services for natural resources not found in the U.S.

To explain the concept of interdependence further, contact your nearest

Center for Economic Education for a copy of the filmstrip, "The Kingdom of Mocha."

9. As a reinforcement of this lesson, give the students a copy of the Universal Cultural Systems Model and worksheet and have them evaluate a specific culture, either individually or in groups. Instructions are included on the handout.

10. The students can make charts, graphs, tables, and bulletin boards to illustrate how the different cultural models work. Perhaps they can look at similarities and differences among the cultures they investigated and the United States.

LET'S EXPLORE THE SYSTEMS
OF JAPAN. . . .

STUDENT WORKSHEET

UNIVERSAL CULTURAL SYSTEMS MODEL

The following is a model of how to study a culture through the systems approach. All the components listed below should be evaluated in order to have a full understanding of how that specific culture functions systematically. After you have taken a look at the components that make up the interdependent system you will be asked, either individually or in groups, to research a specific culture. There are six different areas to consider in this model.

ART - How do people in the society express their values in different art forms? These might include sculpture, weaving, painting, pottery, music, literature, and other art forms. Are the works of art practical and functional, decorative and ornate, or expressive of deep societal values and models? Do the art forms contain any symbolic meanings?

POLITICS - How does the society determine what laws govern the body of people in the culture? What form of government do the people use? How are the rules of the society enforced? What types of punishments are inflicted for breaking the laws?

RELIGION - What specific ideas does the group have about spirituality? What supreme being(s) are worshiped and how is the worship conducted? What type of setting houses these worship rituals? Who conducts these services?

EDUCATION - Does the society have a formal mandatory education system? Is there any type of universal curriculum? Are there specific subjects and hired teachers? Is education the same for both males and females? If schooling is done informally, not by teachers in school, how are the young people taught the society's rules, values, and morals? Do religious leaders, parents, elder storytellers, or peers have a significant role in the education of the youth?

SOCIAL ARRANGEMENTS - Who are considered the most and least important persons in the society? Why? Under what conditions do the positions or status and roles change? Do age, sex, intelligence, inherited wealth or titles influence arrangements? How are the cycles of birth, adulthood, marriage, and death dealt with?

ECONOMICS - How do people acquire the necessities for survival such as food, clothing, and shelter? What else seems important to their health and physical comfort level and how are these items gathered? Who provides the work force? How are the roles divided? What forms of monetary compensations are used?

The following is a model that links each of the components into the systems approach.

When you do your research on a specific culture, try and acquire an understanding of how each component crosses other areas and how each area is crucial for the functioning of the culture as a whole.

EVERY CULTURE HAS
ITS OWN UNIQUE SYSTEM
FOR FUNCTIONING
EFFECTIVELY!

KANSAS IN THE WORLD

OUR SHRINKING WORLD

OVERVIEW: Technology, transportation, and communication are ways of improving, carrying, and transmitting goods, services, people, and important ideas to improve the quality of life. Throughout history, these components have been responsible for linking the world together, distributing resources, and providing a catalyst for improvements and exchanges in culture. Because of technological advances in transportation and communication, nations have experienced an increase in interdependence, specialization, and trade. Trade about people, regions, and nations has resulted in the growth of cities and the development of civilizations. Promoting the exchange of ideas and research has contributed to an increased standard of living throughout the world.

OBJECTIVES: The students will be able to:

1. explain the effects of technological advances in transportation and communication networks.
2. trace the historic development of transportation and its effect on the location and growth of cities.
3. determine the criteria used by consumers, producers, and governments in all regions of the world when making economic decisions involving choices among transportation systems.
4. discuss how the world's infrastructure networks promote international trade and economic growth.

MATERIALS: "Our Shrinking World" student handout

PROCEDURE:

1. Have the students read the handout on "Our Shrinking World." Research and developments, over time, have resulted in technological advancements in transportation and communication systems bringing people, goods, and ideas closer together. This phenomenon has been called "the shrinking world." Discuss this concept with your students and ask them to illustrate this idea on a poster or create a graphic chart on the computer.

2. The transportation development table (located on the student worksheet) shows that, over time, the speed of transportation and the distance covered have dramatically increased. The students should research the changes that the Industrial Revolution had on various modes of transportation and communication. Discuss how these innovations have made it easier and cheaper to move products and ideas from place to place. Consumers and producers can now take advantage of specialized resources, products, and information in distant markets. Explain to the students that this increase in trade between countries like the U.S. and Japan has resulted in the concept of global interdependence.

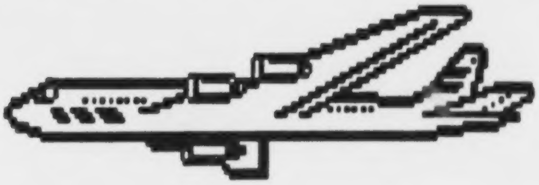
3. Advancements in transportation have affected the location and economic growth of cities. Students should research and make maps of old transportation routes; examples include the Viking sea routes, the Roman roads, the early Italian seaports, or the Tokido Road in Japan. Note the present day cities that are located along these old trade routes and discuss the factors that contributed to their economic growth over the years.

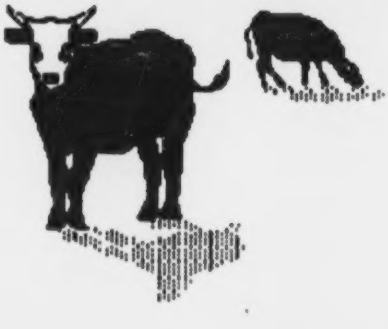
4. Transportation and communication related goods and services are provided to meet a variety of consumer demands. Have students develop and illustrate creative writing projects on their speculation regarding futuristic forms of transportation/communication systems. Pupils should be able to create a list of benefits incurred by their forms of futuristic transportation/communication systems for Kansans.

5. Discuss how producers choose the best vehicle for transporting their products. The criteria for determining the best mode would be based on the following:

   * type of product
   * market destination
   * reliability
   * size and weight
   * delivery speed
   * cost per unit

   Spend time letting students speculate on how different consumer products are transported using the above criteria. Interesting examples might include that live cattle from Kansas are being flown on Boeing 747's from the United States for sale in Japan, and the fax computerized telephone system relays pictures and ideas across continents instantaneously.





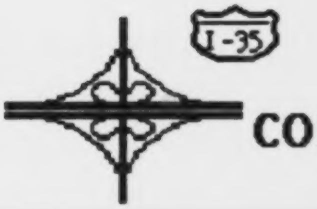
6. Technology, transportation, and communication have provided many global connections for Kansans and the rest of the world. These benefits, however, have not come without a price. Have students analyze the benefits of improved methods as weighed against their costs. Benefits include faster travel, better quality goods, mass transportation, increased standard of living, new medicines that have cured or prevented plagues, mobility of businesses to locate near the lower cost resources, economic and career activities, and instantaneous exchange of ideas and information. Costs can include dependence, accidents, pollution, use of scarce resources, decreasing need for a large labor force resulting in unemployment, and the potential destructive consequences when military applications are made.

7. Review the development of the infrastructure in the United States and the role it played in promoting regional specialization so that goods and services could be transported to other parts of the country. Many of the early infrastructure systems (roads, canals, railroads, etc.) were initially privately owned. However, the need for a more extensive infrastructure, beyond the ability of private capital to fund, prompted the federal government to take a more active role.

8. Break the students into groups. Using a piece of posterboard, have the students become the developers of an island country. The students should be instructed to include forms of transportation and communication for land, air and water. Share the island nations with the rest of the class to determine which group has the most thorough infrastructure designs.

9. Analyze the political and economic considerations that affect infrastructure decisions. Brainstorm a list of potential infrastructure projects that would increase the economic efficiency of a nation. Once the list is compiled, have the students vote and rank order what they would consider their top priorities.

10. International cooperation among nations is essential when building many infrastructure projects. Students should develop a list of joint ventures. For example, the St. Lawrence Seaway, the European railway system, transatlantic ocean cables for international telephone and computer communication, and the underground tunnel, which is projected to link England and France.

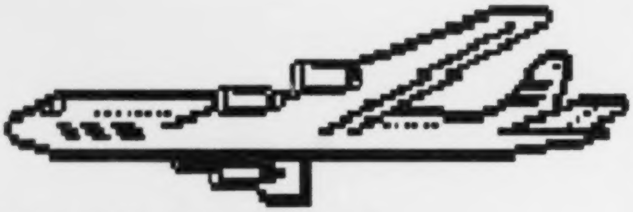


THE INFRASTRUCTURE: GOVERNMENT'S ROLE IN COMMUNICATION & TRANSPORTATION

RESOURCES:

"The Infrastructure: An American Crisis" is a self-contained educational program designed to teach students about our nation's infrastructure. This workbook and filmstrip kit will better help students understand the concept of the shrinking world. Interested teachers can receive a free copy by contacting:

The Center for Economic Education
The University of Kansas
202 Bailey Hall
Lawrence, Kansas 66045



DEVELOPMENTS IN COMMUNICATION, TRANSPORTATION & TECHNOLOGY BRIDGE THE GAP BETWEEN NATIONS. AS OUR WORLD APPEARS TO *SHRINK*, WE ARE INCREASING AN EXPANDED SENSE OF GLOBAL INTERDEPENDENCE

OUR SHRINKING WORLD: DEVELOPMENTS IN TRANSPORTATION, COMMUNICATION, AND TECHNOLOGY

Looking back in history, we know that people were initially self-sufficient. They were only concerned with the basic needs of food, clothing, and shelter for themselves and their immediate families. Once our nomadic ancestors learned how to plant crops and breed animals in captivity, people were able to become more concerned with the needs of their neighbors and community. Through technology, we were able to develop areas of specialization, thus losing our need for self-sufficiency. As methods of communication and transportation were developed and improved, our ancestors were able to share their technologies with different regions and areas. These three components, transportation, communication, and technology are the keys to our current level of global interdependence with the rest of the world.

Technology refers to the innovative ways that people find to use their inventions and discoveries to satisfy their needs and desires. The development of tools, machines, materials, and techniques make methods of work easier and more productive. Technology has caused many nations to become extremely specialized in their manufacturing. This specialization causes nations to become dependent on each other. Technology in transportation, communication, medicine, production, and science are among the areas that have acquired our recent attention. Unfortunately, only a small part of our world benefits from the recent surges in technology. Those countries which derive the most benefit are what we generally call industrial nations. The citizens of these nations are usually better fed and enjoy an increased life expectancy rate.

The merits of technology are sometimes offset by the unexpected costs of their advancements. Environmental pollution, depletion of natural resources, technological unemployment, and potential destructive consequences when military applications are made are some of those opportunity costs. In order to get the most from our new technologies, we must combat side effects, learn to prevent potential side effects, and spread the benefits to other third world nations.

Transportation is a delivery system that carries goods, services, people, and important ideas to improve the quality of life. Throughout history, transportation has been responsible for linking the world together, distributing resources, and has been a catalyst for the exchange of technology and culture. Through these transactions, provided by both transportation and communications networks, nations have experienced an increase in interdependence, specialization, and trade. Trade among people, regions, and nations has resulted in the growth of cities and the development of civilization. Civilizations promote the exchange of ideas and research that have contributed to the benefits of an increased standard of living. On the next page there is a table showing the development of transportation and the advancements in speed and distance covered over time.

Transportation and communication modes have evolved over time to meet the demands of producers and consumers. Businesses and households make choices on a daily basis between various transportation systems. These decisions are influenced by their needs, wants, geographic location, and culture. Scarcity, whether viewed from an individual or global perspective, forces consideration of opportunity costs; trade-offs must be made because of scarce resources.

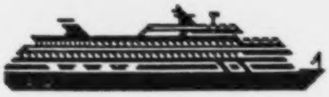
The infrastructure is the foundation or frame work of the transportation and communication system of a nation. It plays an integral role in a nation's economic well being. One of the crucial components in the economic development of a nation is the laying down of a network of infrastructure projects such as highways, roads, bridges, waterways, airports, mass transit systems, fiber-optic lines, and satellite hook-ups. Today's infrastructure is responsible for transporting people, products, services, and information between countries. Most of a nation's infrastructure projects are funded by tax dollars and are usually built when they will contribute to the general welfare, safety, and economic advantage of the country. Public capital decisions made by the government involve consideration of off-setting costs. Social costs and benefits must be carefully weighed to attain the most efficient and equitable outcomes.

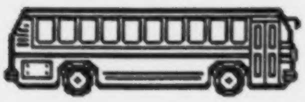
OUR SHRINKING WORLD

DEVELOPMENTS IN TRANSPORTATION, COMMUNICATION
AND TECHNOLOGY BRING NATIONS CLOSER TOGETHER &
MAKE THE WORLD SEEM SMALLER

THE DEVELOPMENT OF TRANSPORTATION

TIME LINE	MODE OF TRANSPORTATION	AVERAGE SPEED
Past	Walking	4 MPH
	Pack animals	10 MPH
	Horse-drawn coach	12 MPH
	Bicycle	15 MPH
	Steam Locomotive	33 MPH
	Ocean Liner	35 MPH
	Intercity bus	45 MPH
	Automobile	55 MPH
	Electric Train	80 MPH
	First transatlantic flight	300 MPH
	Jet Liner (Boeing 747)	560 MPH
	X-15	1200 MPH
	Manned Satellites	13000 MPH
Present		





YOUR ETHNIC HERITAGE:
A FAMILY HISTORY PROJECT

OVERVIEW: Each of our family backgrounds consists of global influences and ethnic ties. As the students research their family histories, they will gain knowledge about their ethnic links to the past. It is important to continually update a family history. With the passing of each generation, information left undocumented can never be regained. This activity will provide students with a product that can be shared with future generations and will increase their awareness of past global links.

OBJECTIVES: The students will be able to:

1. gather data from multiple resources about their families' past and ethnic heritage.
2. construct a family tree of relatives.
3. create a map demonstrating the mobility of their family.
4. prepare a report containing social and factual history with the information collected.

MATERIALS: Family history project packet.

PROCEDURE:

1. America was settled by people from all over the globe; we all have global ties. Explain the goals and objectives of the lesson as stated above.

2. The family history packet, which is self-explanatory, should be distributed to each student. Discuss the definition of a family as defined in the packet.

3. When the projects are complete, have students mark on a world map where their families originated. This might prompt a discussion about "old" immigrants from the West and "new" immigrants from the East and South.

4. You might consider video-taping the students' reports to share with parents.

FAMILY HISTORY PROJECT PACKET

The following packet was developed to help you research your family's history. As you do research on your family background, try to get a feeling about your ethnic ties to the past. America is a very young country and we are made up of people who settled here from all over the world. This is the reason the United States is frequently called "The Melting Pot."

It is very important to keep up a family history. With the passing of each generation, information is lost that can never be regained. If you are sure to record this information, it can be kept and shared with all your future generations. Once this project is completed, you should have a broader understanding of our global interconnections and how they have personally affected your family.

Before you begin your family history, it is important to understand what a family is. A family is a group of people who support and care about each other. They are people who have had an effect on your life. In today's world, families often come together in many different ways. You can be born into a family or be brought together by adoption or marriage. When completing this project, you should research the family of your heart. Direct blood lines do not necessarily make a family and in this project they are not important.

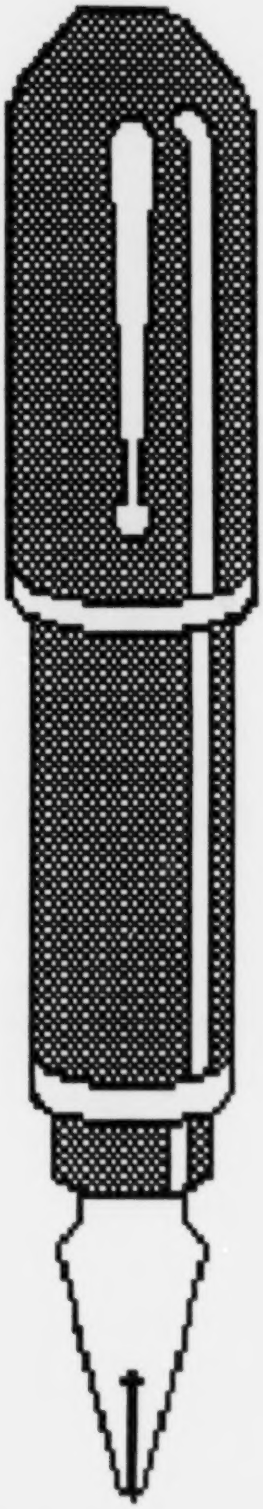
TAKE THE TIME TO CONSIDER THE FOLLOWING QUESTIONS:

1. How has living in the United States affected the customs of your family?
2. How has your cultural/ethnic heritage affected your family life?
3. Why have specific customs developed in your family?
4. How have ethnic groups influenced life in your community?
5. Have any of your family members had a significant impact on their community?

WRITING A FAMILY HISTORY

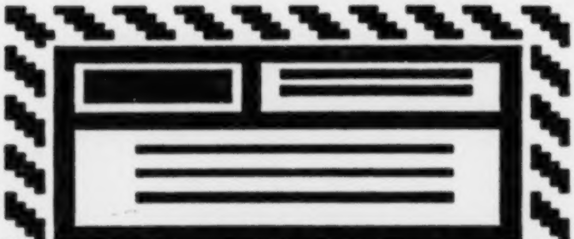
The first step in writing a family history is to collect adequate data. You must be sure to collect both factual (hard facts about events that happened) and social (stories about different peoples' lives during different eras) bits of information.

One way to collect this information is to interview parents, grandparents, aunts, and uncles, etc. If you cannot visit them personally, you may need to contact them by phone or letter. You might also want to tape-record oral histories from family members.



OTHER FORMS OF INFORMATION MIGHT INCLUDE:

scrapbooks
diaries and memoirs
family photos
letters
documents (passports)
school report cards
ship manifests
Bibles
membership cards
church registers
baptism records
wedding licenses
funeral notices
citizenship papers
handbills/advertisements
greencards



QUESTIONS TO CONSIDER WHEN WRITING A FAMILY HISTORY

1. Where was each person in your family born?

2. What religion did or does the person observe?

3. What is or was the person's occupation?

4. How large is or was the family?

5. How many times did each person move during his/her lifetime? From where to where? Why?

6. Did the family associate with any ethnic group? Example: Kevin considers himself 1/2 German, 1/4 Irish, and 1/4 English.

7. Does your family approve of their ethnic group, do they care about it, or do they wish they didn't have that background?

8. What important historical events have family members lived through? What type of impact did the event have on them?

9. How has technology changed during a person's life?

10. What were your family members' lives like when they were your age?

11. What is the educational background of your family?

12. Does your family celebrate any special holiday traditions that are a result of ethnic ties?

If you have specific information about a relative that immigrated to this country consider the following:

LIFE IN THE OLD COUNTRY

1. Place of birth or nationality
2. Size of town
3. Size of family
4. Type of immigration
5. Social and religious activities
6. Number of people who came to the United States

IMMIGRATION

1. Why did they leave the old country (family, economic or political reasons)?
2. At what age did they leave their home country?
3. Were there relatives in the U.S. to meet them?
4. Did they have plans for what they wanted to do in America?
5. Were they traveling alone or in a group?
6. How much money and goods did they bring with them?
7. Did they enter this country legally or illegally?
8. Where did they live?
9. What kind of transportation was used to travel to the United States?

EMPLOYMENT

1. Did your family members have an education?
2. Did they change careers during their lives?
3. Was their job a skilled or unskilled job?
4. Were they successful at their occupations?

FAMILY

1. How many children were in the family?
2. Who took care of the children?
3. Do you have any details of marriages?
4. What types of food were eaten by your family members?
5. Did the family attend church? How regular and what religion?
6. What languages were spoken at home?

CREATING A FAMILY MAP

How did your family come to live where you do now? Has your family lived in your state for several generations? Is your family a new arrival to your state?

American families tend to move around quite a bit. You can recognize just how much moving around your family has done when you try to make a family map. You need an outline map of the United States and possibly a world map if you have collected data from another country to complete this activity. You will do your work on an outline map.

1. Using dots to mark the cities, and lines to show movement, begin as far back as possible on birthplaces and trace their moves, through their childhood and yours, up to today. It might be a fun dinner game.

2. For those of you who have known foreign ties, you will need to do the same thing on a world map. You will want to trace back beyond the port of entry like New York or San Francisco to the distant country.

3. You can also create a U.S. map of where your relatives live now.

4. If most of your relatives live close by, you might also make a map of Kansas and mark cities and towns where your relatives live now.

FORMAT FOR THE FAMILY HISTORY PROJECT

The family history project can be a family heirloom of the future. It is important to take the time to put your information into an organized presentable format. The following is a suggestion for putting your project together.

PAGE ONE	TITLE PAGE
PAGE TWO	TABLE OF CONTENTS
PAGE THREE	FAMILY HISTORY REPORT

1. These people should definitely be used in your report: parents, siblings, and grandparents. Use available resources to broaden your report.

2. Women should be referred to by their maiden names. This is customary.

3. The first time you introduce anyone in your report, you should write in parenthesis their relationship to you.
   Example: In 1798, James Cullom (great-great-great-grandfather) started a farm in Missouri with the help of 200 slaves.

PAGE AFTER REPORT..........Make a list of everyone in your report and their relationship to you.

Example:

Jason Novak	Myself
Steven Novak	Brother
Caitlin Novak	Sister
Dan Novak	Father
Kathleen Murphy	Mother
Mary Katherine Murphy	Maternal Grandmother

PAGE AFTER LIST..........Famly Tree Chart

PAGE AFTER FAMILY TREE..........Family Map(s)

PAGE AFTER FAMILY MAP..........Photocopies of any family pictures, documents, souvenirs, or any extras that can enhance this project. Photocopies work very nicely as you can return the originals and still have a complete project.

KANSAS IN THE WORLD

GLOBAL AWARENESS FROM A STUDENT PERSPECTIVE

OVERVIEW: By contacting international pen pals and interviewing international exchange students, our Kansas pupils will have the opportunity to become aware of specific cultural differences between themselves and others.

OBJECTIVES: The students will be able to:

1. discuss hints on writing a pen pal letter to a student in a foreign country.
2. summarize the correct style for writing a personal letter.
3. construct a letter or set of interview questions for an international student of the same approximate age.
4. research current international exchange students visiting in your area and invite them to visit your school.

MATERIALS:

TEACHER: List of foreign students for your pupils to correspond with as pen pals from the International Youth Service or a comparable source; a list of organizations in your area that participate in student foreign exchange programs

STUDENT: "International Pen Pals" handout

PROCEDURE:

1. Ask students whether they like to receive personal letters. If your students could receive a letter from a student of their approximate age who lives in a foreign country, what country would they like to hear from?

2. After students are informed that they will be participating in an international pen pal exchange, take a few minutes to discuss hints on letter writing.

    a. Create an introductory letter that is very basic and doesn't include your entire life story.

b. Don't boast about yourself, your economic conditions, or your material possessions.

c. Make sure you provide information for the reader and also ask questions. Keep both information and questions balanced. Make a special effort to send detailed answers to questions asked by people who write to you.

d. Choose topics to write on that you know something about and things that you feel your reader would find interesting. Don't be too trivial.

e. Don't forget to be creative in your letter writing approach. Include pictures, drawings, magazine articles, etc. Basically, you can include anything that is easy to slip into a letter.

4. The teacher should then review proper letter writing skills and styles.

5. Give the students a copy of the International Pen Pals handout.

6. Have your class construct a bulletin board to display your incoming responses.

7. Have your students research student exchange programs that are currently being utilized by your school district. The students should become aware of the criteria for being an exchange student and housing foreign students in their homes.

8. Using your district as a resource, have the students compile a list of all the students from abroad currently being housed in your area. Direct the students to find the countries of origin on a world map. Call or write some of these visitors to come speak to your classes.

9. Tell the students to compile a list of questions to be presented to the guest speaker. Discuss appropriate behavior toward someone who might not have full command of the English language who visits your classroom.

10. Have the students video-tape the presentation so it can be used on other occasions to help students learn about global interconnections. It can also be shown during open house along with displaying the bulletin board of pen pal responses.

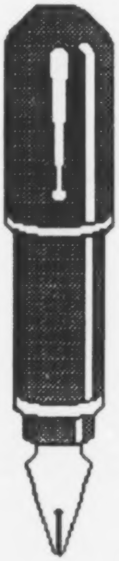
RESOURCES: International Youth Service, PB 125, SF - 20101 Turku 10, Finland
This company will provide a classroom set of international pen pal addresses.

INTERNATIONAL PEN PALS

In this activity, your teacher will provide you with a list of countries from which you can pick an international pen pal. The purpose of this project is for you to become aware of specific cultural differences between yourself and others. In your letter, you will want to provide the foreign student with an accurate picture of what life in Kansas and the United States is like and ask them appropriate questions so they will send you adequate information about their culture.

CONSIDER THE FOLLOWING WHEN WRITING YOUR LETTER:

1. Describe the American education system and describe a typical school day. Inquire about what their schooling is like.
2. What is life like in their culture on a typical day?
3. Discuss families and typical family life.
4. What type of monetary system do they use?
5. What types of things do they like to buy if they have extra money?
6. Do they buy or use American products?
7. What is the most widely used form of transportation?
8. What type of clothing and fashions interest them?
9. What does their typical diet consist of?
10. What are the major religions in their area?
11. What are the major industries and resources found in their community?
12. What are their plans for the future?



KANSAS IN THE WORLD

VISITING OTHER NATIONS: WHAT IMPRESSIONS DO WE LEAVE?

OVERVIEW: As small children, we readily learn that we are fortunate to be citizens of one of the best and most powerful nations in the world. This is a common attitude held by members of almost all countries to help develop a sense of high patriotism and pride in citizenship. When traveling abroad or dealing with other persons that have a nationality different from our own, it is important to remember that they may not be equally as impressed with the stature and philosophies of our own specific homeland. This lesson will acquaint students with the concept of ethnocentrism and the term "ugly American" and give them the opportunity to develop appropriate skills in dealing with persons of a different cultural background.

OBJECTIVES: The students will be able to:

1. give a definition for the word ethnocentrism and the term "ugly American."
2. define and give examples of cultural imperatives, cultural adiaphora, and cultural exclusives.
3. analyze the advantages and disadvantages of being a stereotypical American.
4. role play appropriate and inappropriate interactions with someone from a different culture.

MATERIALS: "Who Are the Ugly Americans?" student handout and worksheet

PROCEDURE:

1. Give students a copy of the student handout, "Who are the Ugly Americans?" by Carol Rose, and allow them ample time to read the article.

2. After reading the article, students should then complete the follow up worksheet.

3. Conduct a class discussion on the article and study sheet answers. The teacher should check for understanding.

4. Break students into groups of 3 or 4 and allow them to study cultural trends from a specific country. This could be an extension of previously learned material in your social studies curriculum.

5. Using information from step 4, students should create role plays for appropriate and inappropriate examples of cultural imperative, cultural adraphora, and cultural exclusives. The teacher or students might want to look for travel books and magazines that contain information for tourists on do's and don'ts when traveling abroad.

6. Discuss the need for learning about a nation's culture and language to develop skills that would help ensure success when choosing an international career. Provide the students with a list of examples of different types of international careers.

RESOURCES:

International Entrepreneur
From the Heartland of the U.S.A., published by the International Trade Council of Mid-America, Inc. with the International Trade Institute of Kansas State University.

International Trade Council of Mid-America, Inc.
1627 Anderson Ave.
Manhattan, Kansas 66502

WHO ARE THE UGLY AMERICANS?

by Carol Rose

Use of the term "American" as a synonym for "U.S." may make you an Ugly American. This common error is guaranteed to rile our South and Central American neighbors, as well as Canadians, who are equally American. They are also entitled to be called "Ugly Americans," and sometimes equally deserving!

How do you get to be "ugly" in another country? Philip Cateora (1) speaks of three degrees of adaptation to foreign cultures: cultural imperative, cultural adiaphora, and cultural exclusives. Cultural imperatives are those customs of the host country you must adopt, such as showing respect for the national flag. Once I visited Arlington Cemetery with a group of Latin American women who were not impressed by the graves and gossiped conspicuously throughout the changing of the guard. In Europe, I heard a woman from Texas complain loudly that an ancient Jewish synagogue was too austere to have been worth her trouble. Both of these examples show ignorance of the cultural imperatives: certain things must be respected, no matter how irrelevant they may seem to you.

Cultural exclusives are customs you must not adopt, such as bowing to Mecca if you are not a Muslim. In Venezuela, for example, although everyone complains about politics, corruption, and the deteriorating quality of life, foreigners had better go lightly on these topics. Venezuelans have a "love it or leave it" attitude toward non-natives, who are often seen as taking advantage of the country's wealth and need for imported human resources.

Cultural adiaphora is a gray area in between exclusives and imperatives, where you may try your hand at imitation of local ways. If you are good at this you will be well liked abroad. You will probably be well liked even if you are inept, provided you try the right things. Be careful about this! You may pick up habits you would be better off without, like visitors to the U.S. who decide that chewing gum is socially "in". Watch people and be discriminating about the behavior you adapt.

The supreme compliment is to be able to pass unnoticed. A friend whose book about Ecuador was published by the Ecuadorian Ministry of Tourism was lauded in the introduction for having been able to travel throughout the countryside without being perceived as a "gringo." Although race or language might keep you from passing as a native, if you are able to even make people wonder whether you are from the U.S., you should probably take this as a compliment, since it shows you have avoided the stereotype.

Two rules for avoiding the stereotype of the Ugly American are given below:

DON'T FLAUNT IT

I once attended a bring-your-own-food school picnic in Peru. One of the U.S. families which had access to the Embassy commissary had brought along jars of imported vacuum-packed nuts as a snack. The sound of air whooshing into those jars was pure torture to the rest of the group, who hadn't seen a cashew for years. This family, pillars of the community, had no idea that they were being less than delicate.

A less forgivable example is the American businessman who periodically conducts interviews in Latin American for his Florida-based company. This man always takes a supply of candy, which he places in a dish at the interview table. He points out to visitors that since they don't have U.S. candy he has thoughtfully provided some for their enjoyment. The polite Latins feel obliged to help themselves, though they may not want the candy and cannot talk while eating it. The situation, supposedly created by the businessman's generosity, is awkward and presumptuous. It's fine to have goodies, it's great to share too, but you should not call attention to the difference between have and have-not.

LEAVE THOSE RED PLAID PANTS AT HOME

It's true that other nationalities can often spot someone from the U.S. at fifty paces, because of our clothes. If you are going overseas on business, you have probably met executives from the country in question. Take a cue from them. I only know of one man who was able to wear his yellow golf pants successfully in South America, and this was because he made such great jokes about his attire that everyone looked forward to seeing what he would turn up in next.

Women executives, too, should critically size up their "dress-for-success" business outfits before going overseas. The uniformed look is not interpreted as a sign of authority by many sophisticated foreigners, who think women thus attired look more like flight attendants than executives. Leave those silk bow ties at home!

There are no foolproof guidelines for successful international behavior. Researching the country and culture in question is obviously a necessary step. More important, though, is a mental sensitivity to values other than one's own. As a former State Department official said, "I'd sooner send someone over who has no knowledge of a country but knows how to look and listen in a foreign place rather than someone who speaks the language and knows the rules but has the wrong attitude." (2)

(1) Cateora, Phillip, R. International Marketing.
(2) Quoted in Going International, by Lennie Copeland and Lewis Griggs

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WHO ARE THE UGLY AMERICANS?

DIRECTIONS: USING THE ARTICLE, "WHO ARE THE UGLY AMERICANS?" BY CAROL ROSE, ANSWER THE FOLLOWING QUESTIONS.

What does the term "Ugly American" actually mean?

Define and provide a fictitious example other than the ones provided for each of the following:

Cultural imperative

Cultural adiaphora

Cultural exclusives

Explain what Ms. Rose means when she says in the fifth paragraph, "Although race or language might keep you from passing as a native, if you are able even to make people wonder if you are from the U.S. you should probably take this as a compliment, since it shows you have avoided the stereotype."

List and explain the two rules for avoiding the stereotype of an Ugly American.

1.

2.

IF IT'S NOON IN KANSAS - WHAT TIME IS IT IN TOKYO?

OVERVIEW: The purpose of this lesson is to help students become aware of our international ties throughout the world. Whether students are later involved in pleasure travel, watching the stock market, or importing and exporting, they must be aware of time zone differences between themselves and the rest of the world. Every hour, a new day starts somewhere in the world. This lesson was created to help students understand differences in the time zones of the U.S. as well as nations abroad.

OBJECTIVES: The students will be able to:

1. define the concept of the earth's rotation and its effect on time.
2. use an international time zone map to tell time all over the world.
3. have an awareness of the importance, in business, government, and personal situations, of understanding the international time clock.
4. apply potential business situations using an international time zone map.

MATERIALS: Atlas, geography books with time zone maps, or phone books with a time zone chart; teacher information sheet and student worksheets.

PROCEDURE:

1. Ask students to determine the time in Tokyo right now. Remind them that somewhere in the world a new day has just begun. Your lesson today on time zones will help students determine where a new day is just beginning and ending.

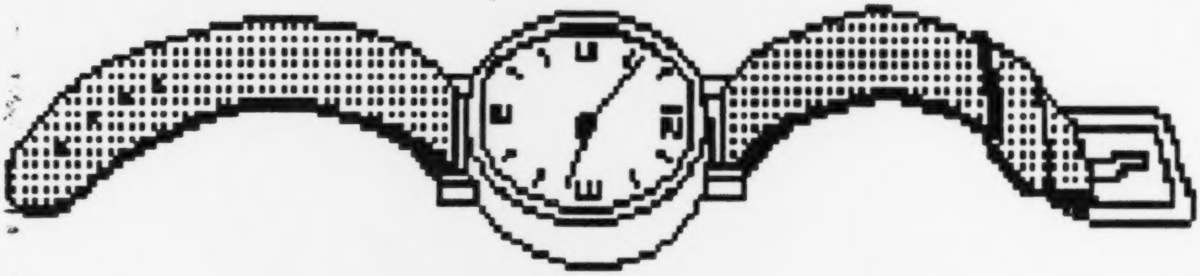
2. Discuss why it might be important for people in Kansas to know what time it is throughout the world. Consider the career of a travel agent, stockbroker, businessperson, government official, or family with relations overseas.

3. Discuss the teacher information sheet provided.

4. Let students individually or in groups complete the worksheets related to

national and international time. Allow students adequate time for discussion and follow up questions.

5. Invite a telephone representative, an international businessperson, or government official to discuss the growth and changes in long distance telephones. How have these changes impacted business/government and brought people closer together?



THE MECHANICS OF TIME

The concept of time as we know it began with ancient Babylonian astronomers who devised the 24 hour day. Clockmakers later followed astronomers' division of degrees to show hours, minutes, and seconds.

Time is measured by the sun. When the sun is directly overhead it is 12:00 noon. Every 24 hours the earth rotates a full 360 degrees, which signifies the passing of another day. Our globe is divided into 24 equal longitudes, 15 degrees apart which are boundaries for time zones. Ante meridiem time, or A.M., means before noon, and P.M., post meridiem, means after noon when the sun has passed the meridian for the day.

World wide time zones weren't established until 1884. The Royal Greenwich Observatory in England was established as the starting point for time. We know of Greenwich as the prime meridian. Twelve time zones were set up to the west and east of Greenwich. Halfway around the world from the prime meridian is the International Date Line. This line separates one day from the next. The date line can be somewhat irregular to keep countries or towns from having to function in different days. See the irregular time zone line between the USSR and Alaska as an example.

U.S. AND INTERNATIONAL TIME ZONES

Obtain a copy of the United States time zones worksheet from your teacher. If you'll look at the E.S.T. zone you will notice that it's 12:00 noon. Use a social studies text, atlas, or phone book to fill in the times on the clock faces for C.S.T., M.S.T., P.S.T., Alaskan time, and Hawaiian time when it is noon on the East Coast.

Use your United States time zones map to do the following applications:

1. If a Los Angeles businessperson wants to call a contact in New York but doesn't want to disturb this colleague during his usual 12:00 - 1:00 lunch, when shouldn't the call be made? Between ________ and ________ P.S.T.

2. In the TV Guide you see that the Academy Awards are on at 8:00 P.M. Eastern Standard Time. What time will you turn on the Academy Awards in Kansas? ____________ C.S.T.

3. A baby was born at 11:45 P.M. Pacific Time on January 1, 1990. What time would this birth be if it were a Kansas birth? ____________________

4. A member of your family is leaving Kansas City International Airport at 1:00 P.M. for a three hour flight to New York. What time will this relative arrive? ________________ E.S.T.

5. If you leave Wichita, Kansas, at 7:00 P.M. for an all night, 10 hour drive to the ski slopes in Colorado, will you be there by the time the lifts open at 8:00 A.M.? __________ Arrival time will be _______________ M.S.T.

For the next set of questions you will need a world time zones map. Find the prime meridian and mark it 12 noon at the equator. At each longitude line along the equator, with a clock face, mark the current time using the prime meridian at 12 noon as a reference point. You will find 24 different time zones with your day changing at the International Date Line.

Using your newly completed world map, you will now complete the international time zones questions. You will also need an atlas for this activity. Using New York as a reference point, locate the cities underneath each blank clock face on a world map and determine what time it would be there if it were 12 noon in New York. Fill in the hands and number on each clock on the worksheet.

Our state of Kansas frequently needs to be in contact with various parts of the world. Use your world time zones map to answer the following questions.

1. You just received a shipment of highly technological printing presses from Japan. They delivered 7 instead of 8. You need to contact your sales representative in Japan. It is 2:00 P.M. C.S.T. What time is it in Japan?

   ____

2. You plan to send a shipment of Saint Patrick's Day cards to Ireland. You need to call at 9:00 A.M. in Ireland to confirm the number of cards desired. What time will it be in Kansas? ______________

3. You want to test market some products in Paris, France. It is a ten and a half hour flight from Kansas City International Airport. If you leave KCI at 10:30 C.S.T., what time will you arrive in Paris? ________________

4. You have a plant in Taiwan where employees manufacture envelopes. You need to call for an inventory count between 8:00 A.M. - 6:00 P.M., Taiwan time. During what C.S.T. hours can you obtain this information? __________ and __________ .

5. You are awaiting the arrival of your school's new exchange student from Berlin. What time did she leave Germany if she arrives at 7:00 P.M.?

   ____

KANSAS IN THE WORLD

PLANNING A TRIP ABROAD TO EXPAND OUR GLOBAL AWARENESS

OVERVIEW: In this investigative activity, students will have the opportunity to expand their global awareness by collecting data from classmates, teachers, family, and friends, etc. about where Kansans like to vacation abroad. Afterwards, the data collected will help students determine what areas in the world are most frequently visited by people in their area. With this information in mind, the students will be asked to plan their own dream vacation in order to learn vacation organizational skills and become aware of all phases of concern when visiting a foreign country.

OBJECTIVES: The students will be able to:

1. assess the extent of international travel within their own community, based on a student-conducted survey.
2. develop research skills through the collection of data.
3. plan a trip abroad and develop skills necessary to be an international traveler.

MATERIALS: A copy of the questionnaire "Friends Abroad" for each student. Students and teachers are encouraged to modify the questionnaire if desired. The "Planning A Trip" student packet and access to a library and travel agents, plus a world map and colored pins.

PROCEDURE:

1. The teacher can discuss the procedure involved in administering questionnaires, e.g., the students should approach persons by explaining the purpose and the nature of their inquiry. Students should guard against providing information which would influence the response.

2. The students will receive copies of the questionnaire. They can make as many copies as they want; however, one copy is required. Students should return the completed questionnaire in one to two class periods.

3. Divide students into small groups of three or four. Each group should tabulate the information from all members and prepare a summary

to be reported to the rest of the class.

4. As each group gives a summary of its report, the teacher should mark a map with pins (color-coded pins for each continent) signifying trips to these countries. Students should be assigned to the map to tally the number of trips taken to each continent and country.

5. The class can discuss the following questions:

   a. How has long distance travel become faster and easier?
   b. What cultural heritages (e.g., music, language, art, food, books, philosophy, nature, resources, medicine, etc.) are shared by traveling and personal contacts?
   c. Is it the individual who contacts, communicates, and cooperates with other individuals, or is it nations that interact and exchange information with each other? Or, could it possibly be both?
   d. Discuss alternative means of communicating with people in far away places (e.g., journals, books, T.V., telephones, computers, etc.)
   e. Discuss the future possibilities for travel and communication that can result from advancement in high-technology.

6. Ask students to make a list of the things they are looking for in a foreign travel experience. Write these on the board.

7. Hand out a copy of the "Planning a Trip" student packet to each person in the classroom.

8. Explain to the students that they have just won a trip abroad for two weeks with all expenses paid. It is their responsibility to follow this self-explanatory packet and plan their vacation.

9. Invite a travel agent to speak to your class about planning a trip abroad.

10. CONSIDER A CAREER IN TRAVEL. Did you know that Maupintour Travel Service, with world headquarters in Lawrence, Kansas, has been rated the best international travel/tour operation in the world? Also, Beth Reiber, a Lawrence native, is the author of the Frommer's Dollarwise Guide to Japan and Hong Kong. There are many other careers in travel that your class can investigate.

FRIENDS ABROAD QUESTIONNAIRE

This is a questionnaire that has been developed to help you gather data regarding the geographical areas where other students, parents, and friends have traveled. Use this form to interview people about their travel experiences.

1. List all of the countries where you have traveled outside the United States in your lifetime.

COUNTRIES VISITED	REASON FOR TRAVEL	DURATION OF STAY

2. Have you ever had guests or visitors in your home from outside the USA?

THEIR COUNTRY OF ORIGIN	REASON(S) FOR THE VISIT

3. Please circle one of the following: FRIEND MOTHER FATHER TEACHER GRANDMOTHER GRANDFATHER RELATIVE CLASSMATE

4. Where were they born?

5. Where do they live now?

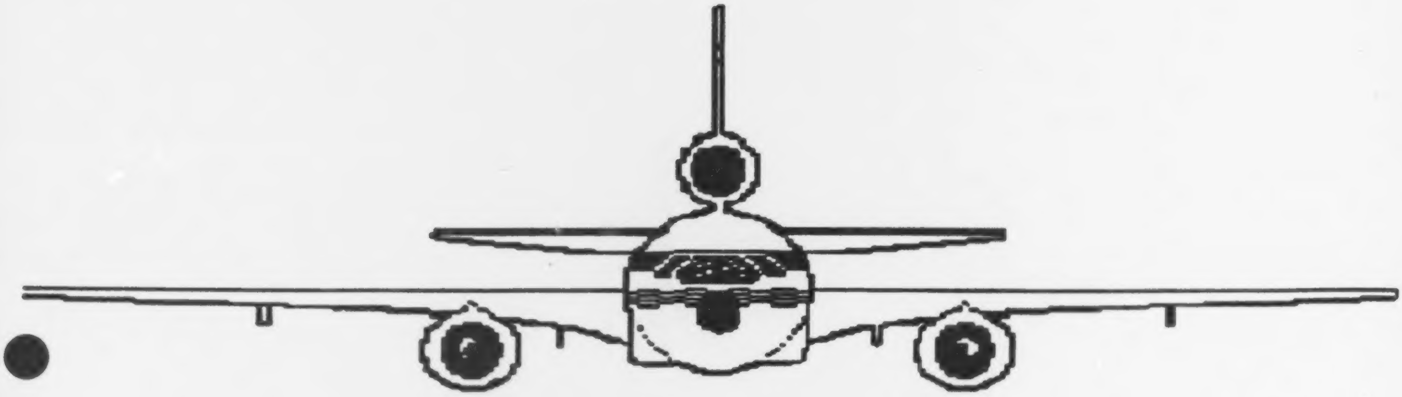
PLANNING A TRIP ABROAD

Have you ever wanted to take a trip and explore a culture different from your own? In this activity, you are to pretend that you have been given a two week all expenses paid trip to the place of your choice. Now it's up to you to start planning for this extravaganza!

MY DREAM VACATION LOCATION IS ______________________________.

Your first responsibility will be to apply for a United States passport. Your application is provided here but you can usually obtain one at your local post office. It is very important that your writing is done neatly and that you read the directions on the application carefully. If you travel to some countries, you will need a VISA. Please check with a travel agent to determine the requirement of the country you have chosen as a dream vacation.

Next you need to contact an airline to see how much it would cost to fly round trip to this country. The airline I have chosen is ____________________. The round trip price would be $__________ if my trip were not expense free. I will be flying into ____________________ airport in ____________________city ________________________ country. My vacation spot is on the continent of ________________________. After looking at a world map and finding the destination of my choice, I have determined that it is approximately __________ miles away from my city or town in Kansas.



I have decided to take my trip in ____________________ month. After researching the climate in my country of choice at that time, I have determined that the weather is usually like this: ______________________________________
____
____.

After careful consideration, I have decided to include the following items in my suitcase:

I know that the country I am visiting uses a different form of currency. In the country of my choice they use ____________________ as their form of money. I called my local American Express office or consulted a newspaper or bank and found that I could get __________ for every American dollar.

I have checked with my travel agent and found out whether or not I need an International Vaccination Certificate or a Visa. I made sure to ask how long it would take for me to secure these documents. My agent relayed the following information to me:

The city I most look forward to visiting in this country is ____________________.
The reason why is____
____
____
____.

I have done some research before going on my trip and determined that these are three sites I want to make sure and see. As well as the sites, I have furnished a description of each.

1.

2.

3.

After researching the country I plan to visit, the things I will probably miss most about the United States while I am gone are:

After finishing planning about your vacation, share your worksheets with other people in your class. Do you still think you planned a dream vacation or would you prefer to take the trip someone else planned? If your answer was yes, where would you rather go?

____
Why?____
____

KANSAS IN THE WORLD

THE WORLD'S WIT, WISDOM AND VALUES

OVERVIEW: This lesson has the goal of attaining competence in perceiving how one is involved in the world system. The students are introduced to proverbs as a form of folklore that is most universal. They will consider proverbs as language, focusing on sound and rhythm, then use them as data about a given society, and will finally analyze the role of proverbs in the development of their own value systems. Thus, they will be developing the ability to identify aspects of language, institutions, and beliefs that link them with people in other parts of the world.

OBJECTIVES: The students will be able to:

1. given proverbs of the Jausa of Nigeria, draw appropriate inferences about their homeland and about some Jausa values.
2. identify some of the major functions of proverbs in societies, past and present.
3. draw on their own life experiences as they reflect on proverbs which have been significant to them.
4. demonstrate their comprehension of the meaning of proverbs drawn from many cultures through playing a game.

MATERIALS: World map, art supplies for making banners or 5" x 7" cards on which to print proverbs (optional). copies of "student materials," dictionaries of proverbs, generally available in school and/or community reference libraries (optional).

PROCEDURE:

1. Provide each student with a copy of the student handout.

2. Ask each student to choose from one of the dictionaries a proverb

with which he or she strongly agrees or disagrees. Have the student copy the proverb and provide the proper bibliographic citation for it. (Prior to making the assignment, you may have to teach or review the bibliographic skills necessary.) In a short composition, the student will explain the reasons why he or she agrees or disagrees with the value statements made in that proverb.

3. Play a game of proverbs and geography. Try to match it with its home.

RULES OF THE GAME:

A. Choose two students who will serve as judges for the contest.

    1. One should judge how well the proverbs "match."

    2. The other should judge whether the proverb's land of origin is located correctly on a world map by the contestants.

B. Select one student to serve as "reader." The reader should read aloud one by one the proverbs listed below. The reader should announce the country or continent of origin for each proverb as it is read.

C. Those students who are not judges or the reader should be divided into two teams, A and B.

EXAMPLE

The reader might recite the following proverb: "Palm nuts do not ripen while you stand under a tree" (a proverb from Africa).

The person whose turn it is to answer might respond with this matching proverb: "A watched pot never boils." Then that contestant would go to the world map and use a pointer or ruler to identify Africa.

SCORING

(The teacher can act as scorekeeper, or another student may be asked to keep score.)

PROVERBS

- well matched: 3 points
- fairly well matched: 2 or 1 at the discretion of the judge.

LOCATION

- pinpointed correctly, promptly on the first try: 3 points
- located after some hesitation or in the general vicinity: 1 or 2 points, at the discretion of the judge

The team which amasses the largest number of points is the winner.

RESOURCES:

Acquaint the students with dictionaries which serve special functions. As an outgrowth of this lesson, it would be appropriate to introduce them to dictionaries of proverbs.

Encourage students to visit the reference section of their local and/or school library. Examine one or more dictionaries of proverbs. Become familiar with how to use them.

Here is a listing of some dictionaries of proverbs:

OXFORD DICTIONARY OF ENGLISH PROVERBS. 3rd ed. F.P. Wilson, rev. ed. New York: Oxford Press, 1970. Proverbs from the 16th century to the present can be found easily in this huge collection. Proverbs are arranged alphabetically according to the most significant word in each saying. In addition to the proverbs, the source and context of the original use are included.

STANDARD DICTIONARY OF FOLKLORE, MYTHOLOGY, AND LEGEND. Marcia Leach, ed. 2 vols. New York: Funk and Wagnalls, 1950.

THE HOME BOOK OF PROVERBS, MAXIMS, AND FAMILIAR PHRASES. Burton E. Stevenson, ed. New York: Macmillan, 1948.

If you are interested in learning more about folklore and proverbs, these sources may be useful.

FOLKLORE AND FOLKLIFE: AN INTRODUCTION. Richard M. Dorson, ed. Chicago: University of Chicago Press, 1972. This volume, edited by one of the United States' leading folklorists, is a useful scholarly anthology and suggests a number of ideas that can be developed into lessons. See especially the chapter "Proverbs and Proverbial Expressions" by Roger D. Abrahams and the chapters on oral folklore, social folk customs, folk medicines, festivals and games, and folk arts.

THE SCIENCE OF FOLKLORE. Alexander Krappe. New York: W.W. Norton and Co., paper, 1964. This is a reprint of the British folklorist's classic work, in which he outlines folklore as a discipline. Krappe's orientation is global, and his bibliography and footnotes contain valuable references for teachers, historians, anthropologists, sociologists, and students of literature.

THE STUDY OF FOLKLORE. Alan Dundes, ed. Englewood Cliffs, N.J.: Prentice-Hall, 1965. Dundes, currently on the faculty of the University of California at Berkley, is one of the world's foremost living folklorists. In this anthology, he has collected some of the best essays for introducing adults to folklore. The emphasis is on folklore's global and humanistic aspects.

AFRICAN PROVERBS, CHINESE PROVERBS. Mount Vernon, New York: Peter Pauper Press. Two short books of sayings, easy for you and students to use. Other books in Peter Pauper's series collect wit and wisdom from France, Japan, India, and Israel.

HE WHO RIDES A TIGER FINDS IT DIFFICULT TO DISMOUNT. . . . . .

STUDENT HANDOUT

PROVERBS AND THEIR ORIGINS

1. Chickens always come home to roost. (United States)
2. Ice three feet thick isn't frozen in a day. (China)
3. Young gambler - Old beggar. (Germany)
4. Where the river is deepest, it makes the least noise. (Italy)
5. If you climb up a tree, you must climb down that same tree. (Ghana)
6. You cannot get two skins from one cow. (England)
7. Eggs must not quarrel with stones. (China)
8. A horse that arrives early gets good drinking water. (Africa)
9. The love of money is the root to all evil. (Israel)
10. Words thoughtlessly said cannot be called back. (United States)
11. The wife at another's house has the pretty eyes. (Africa)
12. God gives the milk but not the pail. (Germany)
13. Punch yourself to know how painful it is to others. (Japan)
14. A bird in the hand is worth a hundred flying. (Mexico)
15. Sing and cares disappear. (Poland)
16. One man's story is no story; hear both sides. (Japan)
17. God is a good worker, but he loves to be helped. (Spain)

18. Many a good man is to be found under a shabby hat. (China)

19. Fine clothes don't make the man. (Japan)

20. By trying often, the monkey learns to jump from the tree. (Zaire)

21. You can force a man to shut his eyes, but you can't make him sleep. (Denmark)

22. Two captains sink a ship. (Japan)

23. Little by little grow the bananas. (Dahomey)

24. If you want to go fast, go the old road. (Burma)

25. Six feet of earth makes all men equal. (Italy)

26. Eat to live, not live to eat. (Greece)

27. He who stands with his feet on two ships will be drowned. (Russia)

28. A little in your own pocket is better than much in another's purse. (Spain)

29. Joy, moderation, and rest shut out the doctors. (Germany)

30. He who rides the tiger finds it difficult to dismount. (China)

THE WORLD'S WIT, WISDOM, AND VALUES THROUGH PROVERBS

KANSAS IN THE WORLD

OUR WORLD ROOTS IN KANSAS - KANSANS CONCERNED WITH WORLD ISSUES

OVERVIEW: This lesson revolves around a trip that several citizens from Lawrence, Kansas, made to the Soviet Union as a part of a peace delegation. They attended an international conference on peace and also attempted to influence Soviet leadership to agree to a summit meeting in Lawrence. This lesson asks students to put themselves in the place of the delegates and formulate their own trip. As they construct their own itinerary, students will apply the details of the Lawrence trip to their own. This lesson will further the students' concept of international relations and hopefully promote a better understanding of attempts at peace.

OBJECTIVES: The students will be able to:

1. list the differences between Kansas and the USSR that delegates encountered.
2. apply the details of the Lawrence trip to their own.
3. define Summit Meeting and International Forum and identify Mikhail Gorbachev.
4. analyze facts and opinion about the Soviet way of life.

MATERIALS: Fact sheet and Worksheets

PROCEDURE:

1. As a set induction, have students take a piece of paper and write down 5 words or statements that represent the impressions they have about the USSR. Have 4-5 students read what they wrote and record their answers on the board. Note any duplications or similarities. Tell students that a number of Lawrence residents probably had these impressions of the USSR, but they got the opportunity to see if these impressions were valid.

2. Before starting on information from the fact sheet, let students know the definitions of the following phrases: Summit Meeting - a conference of world leaders to talk about a specific issue, in this case, peace; International Forum - a meeting of scholars and experts to educate others about a topic;

Mikhail Gorbachev - Leader of the Soviet people.

3. From the accompanying fact sheet, relate the details of the trip to the students. Be sure to tell who went and the underlying reasons for the trip. The primary reason was to encourage a summit meeting in Lawrence.

4. Hand out the worksheet to the students after they understand the reasons behind the trip. Read the first four questions one at a time and have students volunteer answers as you read each question. Write their answers on the copy of the worksheet on the overhead as they write the answers on their sheet.

5. Split the students into groups of 3-4. Have them complete the rest of the worksheet in these groups. They should finish about 10 minutes before the end of class.

6. At the end of the worktime, ask the goups to share their work with the rest of the class.

7. As closure, ask students if they felt the delegation was successful. Why or why not? Should tax money be used for trips like these? As future tax payers and present citizens, students need to realize that even small contributions can make a dent in world-wide affairs.

8. Collect the worksheets at the end of the class and assign points to their work. Point out that there are many local, civic, service, and religious organizations in their town that are concerned with establishing international friendship and peace. Invite local representatives and/or have students research these groups. Examples: Kiwanis, Rotary, YMCA-YWCA, Boy and Girl Scouts, etc.

RESOURCE:
"Soviet Trip Draws Attention to Summit Effort," Wayne Pierce, Lawrence Daily Journal-World

LAWRENCE DELEGATION TO MOSCOW FACT SHEET

1. Before this delegation started its trip, a group of people in Lawrence called the Meeting for Peace Committee started a campaign to hold a summit meeting in Lawrence. Committee members sent postcards to Mikhail Gorbachev in the Soviet Union urging him to consider the summit.

2. Then Mayor of Lawrence Sandra Praeger, former mayor and City Commissioner David Longhurst, and Chairman of the Meeting for Peace Committee Bob Swan traveled to Russia to attend an international forum called "Toward A Nuclear Weapons-Free World." About 1,000 people attended from 80 countries around the world.

3. The delegation's prime responsibility was to attend the conference and pass along information to Kansans. The delegation also took the opportunity to inform Soviet officials about the hopes for a summit. The delegation hoped to achieve an okay from Gorbachev, but it was not received. The group carried a resolution from the Kansas legislature calling for a summit.

4. The delegation noticed that Soviet people are very much more formal than Americans. They also thought that Russia was much colder than Kansas and that many people wear large fur hats to keep warm. Architecture in the Soviet Union differs from that in the United States.

5. The delegation took small mementos about Kansas that they could give to the Soviet people. These mementos were Meeting for Peace buttons, Kansas sunflower pins, and pins emblazoned with the University of Kansas Jayhawk symbol. They also took posters by a local artist, fire helmets from the Lawrence fire department, and a scrapbook prepared by students in a local junior high.

STUDENT WORKSHEET

LAWRENCE DELEGATION TO MOSCOW WORKSHEET

Part I

Write the answers to the following questions in the blanks after the question.

1. Who were the members of the delegation?

2. What kind of conference did the delegates attend?

3. What other reasons did the delegates have for going to Moscow?

4. What differences did the delegation notice between the USSR and Kansas?

Part II

Your group is now planning a trip to Moscow like the one the Lawrence delegation took. Answer the following questions. Be sure everyone in the group has input. Try to come to an agreement. Think things through and don't simply settle for the first idea that pops into your mind.

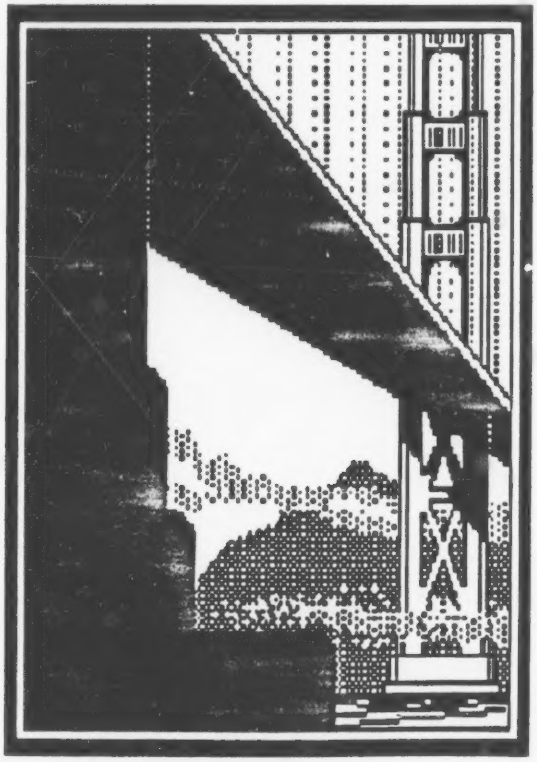
1. Who are the members of your delegation? Give each person a title or position.

2. Why has each person been selected to go on this trip? Give different reasons for each person.

3. The Lawrence delegation was trying to set up a summit meeting in Lawrence. Write down the reasons Mikhail Gorbachev would want a summit in your town.

4. What will each person take to the Soviet Union to represent their town? Draw pictures if necessary.

5. In a short paragraph, outline what your group hopes to accomplish on this trip.



PEOPLE CAN BRIDGE THE
DIFFERENCES BETWEEN CULTURES

KANSAS IN THE WORLD

SECTION TWO

KANSAS IN A GLOBAL ECONOMY

1. World Trade: It's for Kansas
2. The Kansas Economy: Preparing for the 21st Century
3. The Kansas and Henan, China, Sister-State Relationship

KANSAS IN THE WORLD

WORLD TRADE: IT'S FOR KANSAS

OVERVIEW: International trade is not a new phenomenon for the state of Kansas. The economic well-being of Kansas relies heavily on world markets for its products, such as wheat and aircraft. Federal, state and local government leaders all agree that we need to sell more of our products abroad in greater varieties and quantities. This lesson will introduce students to the viewpoints expressed by Kansas government leaders on the complex issues involving international trade.

OBJECTIVES: The students will be able to:

1. outline the importance of international trade as expressed by the two U.S. Senators from Kansas.
2. describe the proper role for Kansas in a global economy as described by the former and present Kansas Governor.
3. interview local government leaders as to their views on the role of Kansas in the international marketplace.
4. analyze statements made by the above political leaders using decision-making skills.
5. assess the proper role of both the state and federal government in promoting international trade.

MATERIALS:

1. Handouts summarizing each of the Kansas government leaders' views on international trade.
2. Analyzing the Issue worksheet.

PROCEDURE:

1. Ask students if they can estimate the percentage of jobs in Kansas that are tied to export-related industries. According to U.S. Department of Commerce

figures, the answer is close to 9% of the States's labor force.

2. Explain to the students that Kansas now acts as an independent economic entity in the world marketplace by buying and selling goods and services from all over the world. Review the reasons why people, states and nations trade in order to obtain the goods and services that they need and want. Certain states, regions and nations have a trading advantage. Kansas is best at growing wheat (land, climate), China at textiles (low labor costs), and Japan produces VCR's (technology advantage). Regions and nations will specialize in what they can produce most efficiently given their resources. Review the concepts of absolute and comparative advantage. Students should realize that absolute advantage occurs when one nation can produce a product more efficiently than another country. Comparative advantage occurs when one country can make two or more products more efficiently than another country. Kansas has a comparative advantage in producing wheat because of its climate and location, while Japan is better suited to specialize in the production of VCR's because of lower costs for technology.

3. Distribute or summarize the worksheets entitled "Kansas Political Leaders' Views on Global Economy." Use whole class instruction or divide the class so that each group analyzes the views of a different political leader using the "Analyzing the Issues" worksheet. Answers will vary, but students should correctly summarize the problem and solution(s) as stated by each of the government leaders. Students should interview and include the opinions of local government leaders.

4. To summarize, bring all students together to share their information. Ask students for their own personal reactions as to what role Kansas should play in the global economy of the 21st Century. Ask students if they feel Kansas should act as a separate economic entity that competes against the other 49 states for export dollars. What role should the federal government play in helping states do business overseas? Summary remarks can be printed in a newspaper format or video taped for community relations projects.

ANALYZING THE ISSUE

1. Name and title of the government leader discussing the problem.

2. Briefly summarize the problem or issue.

3. What possible solutions does this official suggest?

4. You decide! How would you solve the problem?

Beats Me

WALKING THE TIGHTROPE OF FREE TRADE

SENATOR ROBERT DOLE

America has long been the champion of free trade. We have successfully practiced it here at home, and we have used it abroad to compete in world markets. Until recently, the free market approach has served us well in global commerce. Since World War II, though, as scores of developing nations also entered the marketplace, the international commercial atmosphere has been changing.

The deterioration of the U.S. trade position has impacted heavily in our agricultural sector. From a record high of $43.5 billion in 1980, American farm exports have plummeted $10 million.

We were, of course, the world's largest supplier of basic food and feed commodities just a decade ago. Today, however, we are faced with the very real possibility of having to impose restrictions to prevent imports of some agricultural products, including wheat. The loss of foreign markets is threatening to undermine the large export-dependent farm economy, and low farm prices have thrown U.S. farmers into the worst depression since the 1930's.

The cause of our trade problems are numerous. Senator Dole lists the following:

* American business is not aggressive in pursuing export markets.

* Mounting federal deficits.

* Trade barriers imposed by foreign countries.

* Current international trade agreements are not effective.

POSSIBLE SOLUTIONS SUGGESTED BY SENATOR DOLE INCLUDE:

* consider carefully which nations are allowed to trade "duty free" in the U.S.

* discuss whether government should provide relief to industries that suffer from unfair trade practices.

* impose import quotas/and/or tariffs.

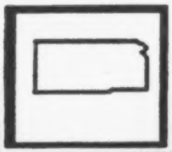
* restructure the amount owed by major debtor nations, e.g., Latin America.

* impose restrictions on the President's negotiating authority by setting limits on certain trade areas.

Adapted from "The International Entrepreneur," Vol. 6, No. 2, July, 1986.

LET'S MAKE SOME POSITIVE ECONOMIC DECISIONS CONCERNING KANSAS THAT WILL HELP US BECOME AN EFFECTIVE AND PRODUCTIVE STATE IN THE 21ST CENTURY!

Panel of Experts



TOWARD FAIR TRADE

SENATOR NANCY LANDON KASSEBAUM

"Kansas is a state that relies heavily on world markets for its products. We ship huge quantities of wheat overseas each year, and we sell aircraft produced in Wichita to dozens of foreign nations. We currently are running a record deficit in our trade balance with other nations. We will only close that gap if we take steps to sell our own products abroad in greater varieties and greater quantities. This will not be easy.

International trade has become a hot topic in the past few years. Our trade deficit and the domestic pressures created by a flood of imports have generated an important debate over what our policies should be.

Unfortunately, this debate seems to bounce back and forth between two opposing myths -- neither of which seems to advance our understanding of world trade or our policies to compete successfully for that trade.

The first myth is that trade barriers can protect American jobs. The second myth is that we can depend on free trade policies to protect our interests.

First, protectionism. It sounds good to say we want to protect American jobs from cheap imports. It sounds like a noble cause. The problem, as always, is in the details -- the quotas and tariffs that we must erect around ourselves to keep out imports.

For example, a few years ago we decided to crack down on imports of cheap textiles from China to protect our own textile workers. The Chinese did what you would expect -- they set up their own trade barriers and stopped buying our wheat and corn. We lost about $500 million worth of wheat sales to China as a result of our textile quotas. That directly hurts our farmers, our railroad workers, our dock workers, and everyone else involved in the grain trade.

The textile import problem is evidence of the lack of a comprehensive U.S. approach to the international trade. Too often the squeaky wheel gets the grease -- a mobilized and unified industry successfully seeks import protections at the expense of larger and long-term American interests. While American agriculture suffered hundreds of millions of dollars of lost exports in 1983 and watched Canada, Argentina, and the European Community increase dramatically their share of the Chinese grain import market, American textile producers saved some jobs, though gaining so little ground that they had to return to the barrier again this year.

Playing off one sector of the economy or one region of the country against another is part of the problem, not the solution. Too often steel, copper, tuna, or footwear industries vie with one another to receive the blessings of protectionism -- almost always at the expense of agriculture and other American exporting industries.

Someone once said, "There's no such thing as a free lunch." That certainly is true in international trade. Every study I have seen on trade barriers has noted that for every job we "protect," there is always at least one and sometimes two or three in other areas that we lose.

The conclusion should be obvious: Protectionism is a treadmill that will take us nowhere at great expense. It 1) disrupts our economy, 2) increases prices that consumers pay, and 3) forestalls the modernization of our own industries. It is a retreat from competition. It is the wrong way to go.

"Free trade" is also a high-sounding theory. It has one simple flaw -- it has no basis in the realities of the modern world. Not only is there no free lunch, there is no such thing as "free" trade.

Other nations -- too many other nations -- subsidize their own exports, as our aviation industry knows all too well, and fence out our imports. They use tariffs and quotas or they simply have trouble clearing American products for sale in their markets. Sometimes their explanations are more ingenious than the little boy who just ate the last cookie in the jar.

We should reach the obvious conclusion about free trade: It's a good way to explain why you've been stolen blind and then accused of lacking generosity.

SOLUTIONS

There are better options available to us than the ones offered by either of these extremes. To make those options a successful, working reality will require that we rethink our trade policies and develop a comprehensive strategy to address both the short-term problems and the long-range goals we seek.

1. The first step must be to get our own economic house in order. We must reduce our federal deficit. The reason is simple. The deficit is keeping interest rates above any reasonable or rational level. That increases our cost of production, our cost of financing sales, and diverts capital from the new plants and equipment we need to compete.

2. Domestic economic policies that expand production and income while holding down inflation can help assure a business climate where American businesses can and will compete. Nothing will nip protectionist tendencies in the bud like a growing and healthy domestic economy.

3. Step number three must be to work aggressively to knock down trade barriers overseas rather than erecting our own. We can do this in several ways.

    * government-to-government negotiations
    * bilateral talks
    * tougher enforcement of existing trade law remedies
    * anticipate the long-term effects of various policies followed by our trading partners
    * promote our own products in export markets
    * provide competitive financing for the buyer by expanding institutions like the Export-Import bank
    * note the need for export licensing
    * target certain industries, products, or markets for special export assistance such as agriculture and aviation
    * pay attention to exchange rates

Our goal should be to compete aggressively to sell the products of our farms and our factories anywhere and everywhere in the world. We have a right to expect fair trade. So do our trading partners and competitors."

*Taken from a speech to Kansas Business leaders in the Export-Import Bank Seminar, Wichita, Kansas.

WE'RE PART OF THE WORLD

John Carlin, the former chief executive of Kansas, says that to survive, Kansas must recognize that it is a part of a global economy. Carlin notes that there are many talented people in corporations around the world developing new products, and building up manufacturing. ". . .If Kansas is to be competitive, it has to do something unique, something on the leading edge, or we don't have a product to sell." He noted that it is important to specialize in those products that we produce best and to concentrate on certain markets or regions of the world. ". . . don't try to cover all of Europe."

The problem is that Kansas isn't very well known. To remedy that, he states that Kansans must do as a state what private companies do -- work the customer. Kansas now has trade offices in Japan and Europe, although other states have had offices overseas for a much longer time. This means that other states have had a much longer time to develop business relationships. Despite this, our state does have some advantages:

* location is ideal for warehousing
* transportation facilities are good
* educational system is excellent
* labor climate attractive, few strikes

Solutions to the problem aren't easy. Kansans will have to adapt to a changing world economy. Carlin suggests:

* increased research to become efficient in agriculture and manufacturing
* better labor-management relationships that include long-range planning to allow for technological changes in the marketplace
* develop a better mix of exports and imports to create a variety of new jobs

Accepting change isn't easy, says Carlin, but Kansans will have to realize that "change is going to be as common as the sun coming up in the east."

Adapted with permission from "Kansas Business News," May 1987, Vol. 8, No. 2.

STUDENT HANDOUT

STAY IN KANSAS, HAYDEN TELLS HIGH SCHOOL GRADS

Governor Mike Hayden urged 21 graduating students of Skyline High School to remain and work in Kansas.

"Kansas needs your ideas, your enthusiasm, your talents, as we face the challenges of tomorrow," Hayden told the students at their commencement exercises.

The governor said Kansas has almost 50,000 more jobs today than it did a year ago and that during the first four months of 1989, 2,500 new jobs have been created as a result of economic development efforts by the state Departmment of Commerce.

"There has never been a brighter economic climate in our state," Hayden said. "As governor, I hope that you will make the decision to enter the work force in Kansas, either now or when you finish additional schooling. "We're counting on your generation to join the rest of us in keeping the Kansas spirit alive."

He told the students they are living in a global economy and will be competing with people from Japan, Taiwan, China "and a lot of other places you haven't had the opportunity to visit yet."

"Even though you may be from a small town in the rural agricultural state of Kansas, you will soon be competing in a global and international marketplace," Hayden told graduates.

Skyline High School, two miles west of Pratt on U.S. Highway 54, has 96 students in ninth through 12th grades and 12 teachers.

Hayden graduated from Atwood High School in 1962 as part of a class of 38 students.

"It was an experience I wouldn't trade for anything," Hayden said. "Small towns and small schools are very special places."

Adapted from The Lawrence Daily Journal- World, May 24, 1989.

KANSAS IN THE WORLD

THE KANSAS ECONOMY: PREPARING FOR THE 21ST CENTURY

OVERVIEW: Kansas is an excellent example of a state that has begun to think of itself as an economic entity competing not only with the other forty-nine states, but other nations as well, for trade in the world marketplace. In the past, state government (the public sector) and businesses (the private sector) have not always worked closely in the area of economic development. This attitude has changed with the passage of what many in the U.S. call a model legislative package designed to increase economic development, especially in the area of world trade. This lesson will outline a study of the Kansas economy as well as key bills from the legislative package that was passed by the 1986 legislature to prepare the Kansas economy for the 21st century.

OBJECTIVES: The students will be able to:

1. outline the changes in the Kansas economy over time.
2. discuss the rationale behind the reorganization of the State government as presented in the Kansas Economic Development Study.
3. outline the five goals of the State's first economic development strategy.
4. assess the strengths/assets of the Kansas economy.
5. evaluate each of the major legislative bills as to their impact on international economic development in Kansas.

MATERIALS:

1. "The Kansas Economic Development Study"
2. "Issue Analysis - Problem Solving Model"
3. "The Kansas Department of Commerce"
4. "An Interview with the Secretary of Commerce"
5. "Kansas Assets"
6. "Kansas, Inc."
7. "Kansas Technology Enterprise Corporation"
8. "Kansas Venture Capital, Inc."
9. "Developing the Kansas Infrastructure"

PROCEDURE:

1. Begin by putting the term ECONOMY on the board or overhead and ask for student responses. Most likely, students will not be familiar with the concept of an economy. Describe an economy as a system (refer to the lesson on systems for examples of the concept) devised by people -- in homes, cities, states, and nations -- to deal with the problem of scarcity. Because of limited resources, people, states, and nations must make choices. They must establish a system, known as an economy, that will enable them to produce, distribute, and consume the goods and services they need or want.

2. Now place the term KANSAS in front of the concept ECONOMY. Move students into a discussion of the type of economy that existed in Kansas in the past. Refer to a Kansas history text and the information in the Kansas economic development study. Depending on the age and ability level of the students, teachers may choose to either hand out the entire study for discussion or to summarize/outline data for students. In the past, most Kansans were self-sufficient in all of the basic necessities like food, clothing, and shelter. Today Kansans are economically interdependent with other regions of the world to supply them with their needs and wants (see previous lessons for examples). Lead students to conclude that the Kansas economy has changed over time; we are now linked economically with the world.

3. Discuss the shift in the Kansas labor force (see study) out of agriculture and into other industries. Discuss the reason for this change by explaining the impact of technology on Kansas agriculture. Technology has resulted in Kansas farms being more productive - 1% of the state's farms produce 50% of the state's agricultural products. Because of technological advances in farm equipment and production, fewer farms are needed to produce a product. Review the factors of production needed to produce - land, labor, and capital (tools, machines, and factories).

4. The study points out that the Kansas economy has changed with time, and that Kansas lacks the growth industries needed for the labor force of the future. In order to attract the kind of industry that will be successful in the 21st century, the Kansas legislature passed a package of 10 bills designed to spur economic development and foster international trade. Kansas is now looking overseas to market its products. It is sending delegations abroad in hopes of attracting foreign companies to locate here. These delegates, appointed by the governor are known as the "Kansas Cavalry." Check to see

if there are any representatives in your town.

5. Depending on the age of your students, you may choose to outline the information that summarizes the key legislation that is highlighted in the handouts. Whole class or group cooperative learning can be used to help students study the Kansas Economic Development Study and Legislation using the teacher information sheet entitled "Issue Analysis-Problem Solving Model." A student handout appropriate to the student's ability can easily be developed using the steps listed in the model. The lesson objectives should be utilized for discussion.

6. Ask your state representative to visit the class to expand on the bills. Your representative can also tell your class how this legislative package has impacted your local community.

7. Review the "Kansas Assets" handout and list the reasons why firms would want to settle here. Have students suggest slogans or write brochures encouraging businesses to come to Kansas. Students taking a foreign language should use their skills. Teachers may want to develop joint lessons with the foreign language teachers. Information about Kansas in the country's native language is vital to "selling Kansas" abroad.

8. Keep a file of articles from your local newspaper on the economy in your hometown as well as across the state. Check with your local Chamber of Commerce for speakers who can discuss economic development issues with your students.

9. Students can keep and use the information from the speeches and the newspapers to write a research papers on the future of the Kansas economy.

KANSANS PREPARE
TO COMPETE IN THE
WORLD MARKETPLACE

RESOURCES:

"Kansas Economic Development Study," Professors Anthony Redwood and Charles E. Krider, The Institute for Public Policy and Business Research, The University of Kansas, 607 Blake Hall, Lawrence, Kansas 66045, (913) 864-3701.

Kansas Department of Commerce, Capital Towers, 400 S.W. 8th, Topeka, Kansas 66603-3957, (913) 296-3481.

Kansas, Inc., 400 S.W. 8th Street, Suite 113, Topeka, Kansas 66603-3957, (913) 296-1460.

Dr. Phillips Bradford, Kansas Technology Enterprise Corporation, 400 S.W. 8th Street, Suite 113, Topeks, Kansas 66603-3957, (913) 296-1460.

Kansas Venture Capital, One Townsite Plaza, Suite 1030, Bank IV Tower, Topeka, Kansas 66603, (913) 233-1368.

The University of Kansas, Center for Economic Education, 202 Bailey Hall, Lawrence, Kansas 66045, (913) 864-3103.

ECONOMIC$ FOR
DEVELOPING KANSAS

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THE KANSAS ECONOMIC DEVELOPMENT STUDY

BY ANTHONY REDWOOD AND CHARLES E. KRIDER

The Kansas Economic Development Study was submitted to the Kansas Legislature for consideration during the 1986 winter session. The study was funded by the Kansas Legislature, the University of Kansas, Wichita State University, the Kansas Cavalry, Kansas Industrial Developers Association, Southwestern Bell Company, Petroleum Industry of Kansas, Inc., the Kansas Turnpike Authority, the Kansas Association of Realtors, Kansas Bankers Association, the Kansas Farm Bureau, and the Kansas Chamber of Commerce and Industry. The study was written by Anthony Redwood, PhD., Director of the Institute for Public Policy and Business Research, and Charles Krider, PhD., Director of Business Research at the Institute; both are professors at The University of Kansas School of Business.

There has been serious concern throughout the state that Kansas could be losing its competitive edge in attracting economic development. As well, there has been a growing awareness of other state's efforts to foster new industry. Recognizing these significant developments, the 1985 Kansas Legislature appropriated funding for a research study of Kansas business conditions and climate, and for the development of a state strategy for economic development.

The Kansas Economic Development Study funded by private and public money is the blueprint for economic recovery and development in Kansas. What follows are portions of that report.

BASIC FINDINGS

The current weakness of the Kansas economy is not a temporary phenomenon. Unabated, a continuation of existing trends will result in a relative erosion of the state's economic base and its ability to provide quality services for Kansans. However, the state can influence these trends in a positive direction. This will involve providing support for adaptation and change and the application of science and technology to the existing economic base as well as building upon strengths to develop new industry.

Kansas has important strengths and sound economic fundamentals upon which to develop its future. At the same time, there are some barriers to the development of modern technology-based enterprises, to small business entrepreneurship, and to expeditious technology transfer to Kansas industry. The recommendations that follow are designed to remove the impediments and to build upon the strengths.

The basic strategy for development should emphasize a balanced approach of supporting the existing economic foundation, including the traditional sectors, as well as fostering growth through the expansion of current and the attraction of new industry. It should involve an integrated state-local community effort. The state should not adopt a strategy for development based on tax incentives, but rather have a tax structure that is consistent with that of competing states with respect to business tax burden.

The erosion of the state's economic base will continue unless Kansas makes a large and sustained funding investment over the next decade to support a well-designed package of economic development initiatives. This will require a significant investment of state financial resources. Kansas business and governmental leaders show overwhelming support for "bold, new initiatives," and their input has considerably influenced the following recommendations.

Recommendations concerning international trade include a new international trade division within the Kansas Department of Economic Development (now the Kansas Department of Commerce) and increased efforts to attract foreign firms to locate in Kansas.

THE KANSAS ECONOMY

This overview of the evolution, current status, and outlook of the economic and demographic environment provides the basis for identification of the problems, issues, and choices associated with the future of the Kansas economy. The bottom line is that the state economy is not well positioned to go forward strongly in the next decade, and repositioning the state economy is the challenge for the state and its communities for the remainder of this century.

The structure of the Kansas economy has changed over this half century from being predominantly agricultural to a mixed form somewhat parallel to the national industrial structure. The trend is clearly one of a long transition out of farming to other forms of economic activity, so that today farming produces about 8 percent of the state product and manufacturing about 20 percent.

Over time, Kansas farms have become fewer, larger, and more capital intensive. This has

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been in response to the imperative to become more efficient in the light of real price decline and increasing costs. Today *1 percent* of the state's farms produce nearly *50 percent* of the state's agricultural products. Important consequences follow from this. First, the larger, capital-intensive farms are more vulnerable to the general business cycle; and second, farming employs fewer and fewer people. This labor displacement has not been offset, however, by new industry. Employment growth in the nonfarming sector has been chronically inadequate to provide sufficient alternative basic industry job opportunities for Kansans. Hence employment in the key sectors of agriculture, manufacturing, and oil and gas is 24 percent of the state total compared with 30 percent for the nation.

There have been significant demographic consequences to this great change in the economic structure:

1. Kansas population has declined from 2.27 percent of the U.S. population in 1890 to 1.04 percent in 1980. It is projected to be 0.93 percent in 2000, and could be 0.75 percent by 2030.

2. Kansas has had one of the slowest population growth rates in the nation.

3. The state has experienced net outmigration every census decade since 1890; the net outflow was around 130,000 for 1960-1970 and 25,000 for 1970-1980. For the period 1980-1984, net outmigration was estimated to be around 6000. The predominant groups of outmigration have been young adults and persons with higher education and skill levels.

4. The state average age is above the U.S. average and the state has a substantially higher proportion of persons over 65. The state ranks ninth among states in the proportion of population that is 65 years and older. This aging of the Kansas population will continue.

5. Although the state still has a higher rural population (33 percent) than the United States (26 percent), there has been a significant redistribution within the state to regions of employment opportunity (much of which has been concentrated in the area roughly bounded by Interstates 35, 135, and 70).

SUMMARY

The states economic problem can be summarized as follows. The state economy is highly dependent today on a set of industries that have served us well in the past. While these sectors will remain important in an absolute sense, their future outlook has limits, so that continued reliance on them alone will reinforce the negative trends and erosion now evident in our economic base.

The state economy is in a transition period. The objective of economic development is to influence the direction of change towards a future economic structure more favorable to Kansans.

LEGISLATIVE RESPONSE TO KANSAS ECONOMIC DEVELOPMENT STUDY

The recommendations of the "Kansas Economic Development Study" by Anthony Redwood and Charles E. Krider were endorsed by then Governor Carlin, and the Kansas Legislature responded by establishing a joint commission on economic development to review the recommendations and draft implementing legislation. The commission comprised leadership from both parties and both houses of the legislature.

The commission developed five major goals to guide the development of its legislature package. The major goals are to:

ECONOMIC DEVELOPMENT GOALS

1. Improve the entrepreneurial climate in Kansas.
2. Encourage investment in business expansion, modernization and innovation.
3. Promote Kansas and its products.
4. Increase the state's investment in human capital through education.
5. Increase the quality of the state's infrastructure.

The commission then drafted or supported ten bills to implement substantially the recommendations of the study. A joint non-partisan effort by Kansas government, the business community, and Kansas universities resulted in a consensus of support for the legislation, which passed during the final week of the Spring Session, 1986.

KANSAS ECONOMIC DEVELOPMENT LEGISLATION

1. The Kansas Department of Commerce
2. Kansas, Inc.
3. Kansas Technology Enterprise Corporation
4. Kansas Venture Capital, Inc.
5. State Infrastructure Projects
6. Legislative Study Committees
7. State Lottery
8. Tax Credits for Venture Capital Firms
9. Tax Incentives to Attract New Industry
10. Tax Credits for Research and Development

TEACHER INFORMATION
STUDENT HANDOUT

THE KANSAS DEPT. OF COMMERCE

The 1986 Kansas Legislature reorganized the Kansas Department of Economic Development into a new Kansas Department of Commerce (KDOC). The legislature redefined the mission of each division, expanded existing responsibilities and also created new functions.

The Division of Industrial Development has been given the mission of attracting new business and industry from outside the state to help create new jobs, capital investment and expanding and diversifying the state's economic tax base. The division's activities will not only include domestic and international business recruitment, but also a targeted marketing program and a national promotion campaign.

The Division of Community Development will be working with local Kansas communities to provide grants, loans, and technical assistance to stimulate and support economic development activity. Activities include the Mainstreet Program, the PRIDE Program, Enterprise Zones, Small Cities Community Development Block Grants and Certified Cities Program.

A Division of Existing Industry Development has been created to promote and encourage the growth and diversification of the economy with the innovation and retention of business and industry in Kansas. This is an expansion of and refocus on the responsibilities of the former KDED small business division and includes additional work with the "statewide risk capital system" and the office of Minority Business.

The Division of Travel and Tourism Development will be working to increase the number of visitors to Kansas by promoting the state as a travel and learning opportunity to both Kansans and non-Kansans alike.

Trade Development is a new division that is responsible for increasing the worldwide sales of Kansas agricultural and manufactured products, processes and services. The Trade Development Division will help market those especially innovative value-added goods and services which diversify the Kansas economy, thereby creating quality jobs, bringing new dollars into the state, and enhancing the growth and diversification of the state's economic base.

TEACHER INFORMATION
STUDENT HANDOUT

AN INTERVIEW WITH THE SECRETARY OF COMMERCE

Kansas Governor Mike Hayden named Harland Priddle as secretary of the newly organized Department of Commerce. "Developing Kansas" recently asked him about economic development in Kansas.

DEVELOPING KANSAS: What is your background and what strengths do you bring to the new Department of Commerce?

PRIDDLE: My background is a little unusual in that it encompasses banking, real estate development, agriculture and agribusiness, military activities and living and working in Washington for nine and a half years. I've lived for seven years in overseas locations. As the Secretary of Agriculture, I participated in several trade missions to China and hosted five trade missions from Taiwan that I helped orchestrate and bring to Kansas. I have had extensive experience in managing and directing state and national level organizations. I hope these strengths in my background will be beneficial to KDOC and the state of Kansas.

DEVELOPING KANSAS: What are your goals for the Department of Commerce?

PRIDDLE: The one goal that all of us in the department have is the creation of jobs and wealth for the state of Kansas. As we increase and improve the economic development activity in Kansas, we create jobs for Kansans and create more wealth. Therein lies the problem of the shortfall of revenue in the State of Kansas. The economy's downturn in the three major industries of agriculture, aviation, and oil and gas has been dramatic. When all three of them are down, we have a real Swiss cheese economy, solid with some real big holes. We must work to fill in the holes.

DEVELOPING KANSAS: What are your short and long range priorities?

PRIDDLE: One major short range priority will be to evaluate and implement all of the economic development legislative initiatives that were passed last year. We need to find out if they work, and if they don't, then we need to fine-tune them. For the long range priorities, we want to develop a program along three lines. First of all, we want to expand our existing industry within the state. Kansas is a state of small businesses with 97% of our businesses employing fewer than 50 people. Secondly, we want to sell our Kansas products wherever we can, and thirdly, we want to attract industry from outside the state to come to Kansas.

DEVELOPING KANSAS: How do you see yourself and the KDOC working with the economic development groups across the state?

PRIDDLE: My principal role is going to be working with economic development groups across the state, such as the Kansas Industrial Developers Association, the Chamber of Commerces and city and regional economic development organizations. I also want to set up a series of intercoordination councils in areas like international trade. We'll also be establishing six new regional offices, which will be an extension of Commerce. They'll be the network entry point for people in their regions for information and assistance. We want to establish a working relationship with all of the business sectors to help them expand, establish new businesses or sell their products. I believe, by working together, we can make it happen.

DEVELOPING KANSAS: What do you see as the greatest strengths or positive attributes that the state has to offer a prospective business?

PRIDDLE: Our greatest strengths are the quality of life, the quality of education and the work ethic that we believe is as high as anywhere in the United States. The other things we have to identify to other people as our strengths are comparing the advantages we have, such as aerospace. For example, people in other states don't think of Wichita as a high-tech city, but their aerospace industry makes them the third ranked city in the country when comparing high-tech industries to other industries in the city. We have tremendous advantages in agriculture, manufacturing, aerospace and oil and gas. We should use our competitive industries as attractions for expansion, new business and trade.

* Reprinted from "Developing Kansas," KDOC, Winter, 1987.

KANSAS IS AN AEROSPACE LEADER

KANSAS ASSETS

OVERVIEW: In order to understand Kansas economic development, one must not only study the business climate, but the other Kansas assets as well. The Kansas Department of Commerce (KDOC) each year studies such assets and publishes this information in a publication called, **PERSPECTIVES, KANSAS BUSINESS.**

1. BUSINESS CLIMATE - Kansas has a favorable business climate according to leading economic publications.

2. DIVERSITY - Kansas is known as the wheat state, but in fact, manufacturing is the leading contributor to the State's economy. According to the Kansas Economic Report, 1984, and Kansas Department of Economic Development, manufacturing is 18% of our total production, and agriculture is 5%.

3. MARKETS - Kansas is considered to be the geographic center of the U.S., and may soon be the center of the United States population and markets.

4. TRANSPORTATION - Kansas has many means by which to transport people and products. This includes interstates, railroads, air carriers, and water transportation on the Missouri River.

5. ENTERPRISE ZONES - Kansas has instituted an Enterprise Zone law to attract business. According to the Kansas Taxes/Incentives, 1984, and Kansas Department of Economic Development, business located in these zones are eligible for job and investment tax credits, and 100% sales and use tax refunds for their business facilities.

6. TAX INCENTIVES - Kansas has many tax incentives to attract business people, including corporate income tax credits, property tax deductions, and sales/use tax refunds for maintenance.

7. FISCAL RESPONSIBILITY - Kansas operates on a balanced budget according to our State Constitution. According to the Kansas Department of Economic Development, our state and local taxes are among the lowest in the nation.

8. EDUCATION - Kansas has a reputation for having better educated people than the national average.

9. LABOR AND PRODUCTIVITY - Kansas is a very productive state, and each employee contributes greatly to the overall productivity of our state.

10. KANSAS INDUSTRIAL TRAINING (KIT) - According to the Kansas Department of Economic Development, it, in cooperation with the Vocational Education Administration, "offers a State funded pre-employment and on-the-job training program" for Kansas industries.

11. UTILITIES - Kansas provides many natural resources including natural gas. The cost of energy, in addition, is very inexpensive compared to the nation as a whole.

12. QUALITY OF LIFE - Kansas offers many benefits to anyone who lives here including: clean air, a moderate climate, water for sports, spectator sports, cultural events, and a low crime rate.

TEACHER INFORMATION
STUDENT HANDOUT

AN OVERVIEW OF KANSAS, INC.

KANSAS, INC. IS:

- A public-private partnership created by the Kansas Legislature to oversee the formation of economic development policy and strategic planning for the state of Kansas.
- A catalyst for changes to improve Kansas' competitive position.
- A partner with other economic development organizations, such as the Department of Commerce, the Certified Development Companies, and the Small Business Development Centers.
- A research and analysis tool to determine Kansas' areas of competitive economic advantage.
- A force for collaboration among the business, educational and agricultural sectors; the State branches of government and the local communities.
- A structure to oversee the targeting of scarce state resources.

KANSAS TECHNOLOGY ENTERPRISE CORPORATION

The Kansas Advanced Technology Commission has become the Kansas Technology Enterprise Corporation (KTEC), with increased powers and duties prescribed by new legislation.

KTEC is authorized to:

- provide seed capital financing for development of innovations.
- provide research and development grants either directly to industry or to university-industry collaborative teams.

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- designate and fund centers of Excellence at the University of Kansas, Kansas State and Wichita State to promote research and development.
- award matching grants to federal Small Business Innovation Research grant awardees.
- operate a technology clearinghouse and industry liaison program.

KANSAS VENTURE CAPITAL, INC.

Kansas Venture Capital, Inc. is a Small Business Investment Company owned 51% by Kansas Development Credit Corporation, a State-chartered industrial development credit organization, and 49% by Kansas banks. With three financial pools to draw from, Kansas banks, Small Business Administration, and the Kansas Legislature, its goal is to assist in broadening the tax base by creating and preserving job opportunities throughout Kansas with loans or investment in wealth creating enterprises.

A Partnership for Kansas Venture!

KANSAS BANKS: 613 Kansas banks represent an influential sales force and deal originators for KVCI.

KANSAS BANKERS ASSOCIATION: The KBA and its Economic Development Task Force was instrumental and a significant factor in pursuing and helping to draft legislation creating a recapitalized Kansas Venture Capital, Inc.

KANSAS LEGISLATURE: State monetary participation in KVCI is made possible by a farsighted economic development measure passed last year by the legislature. The Kansas Legislature's goal for KVCI is $10 million.

SMALL BUSINESS ADMINISTRATION: A federal regulating agency for Small Business Investment companies, the SBA gives KVCI additional leveraging opportunity to further expand its resources.

KANSAS VENTURE CAPITAL: The principal focus of KBA and Legislative effort, KVCI's leadership challenge is to utilize its resources statewide to foster a much-improved economic climate.

THE FUTURE OF KANSAS: Ongoing effort by the KBA, KVCI, the Kansas Legislature and the SBA create this opportunity to build a better Kansas.

TEACHER INFORMATION OR
STUDENT HANDOUT

DEVELOPING THE KANSAS INFRASTRUCTURE

Prior to the passage of the 1986 economic development legislation, the Kansas constitution prohibited the use of State funds for internal improvements. This old law was a result of excessive debt incurred by many states in the 1800's during the construction of the canals, roads, and railroads. Following the national financial crisis of 1837, a few states defaulted on their loans for internal improvements. The Kansas provision reflects the desire of the 1859 Wyandotte Convention to avoid a similar situation in Kansas. With the repeal of this Constitutional prohibition, Kansas government can now spend tax dollars to upgrade or build new infrastructure projects designed to attract economic development to Kansas.

THE INFRASTRUCTURE: AN AMERICAN CRISIS

The infrastructure is the network of public works systems and facilities that serves as the backbone of America's physical plant. It includes the street and highway network, public buildings, power facilities, water and wastewater treatment and transport systems, airports and mass transit systems. The vitality of the economy and the preservation of our way of life is strongly dependent on a working infrastructure.

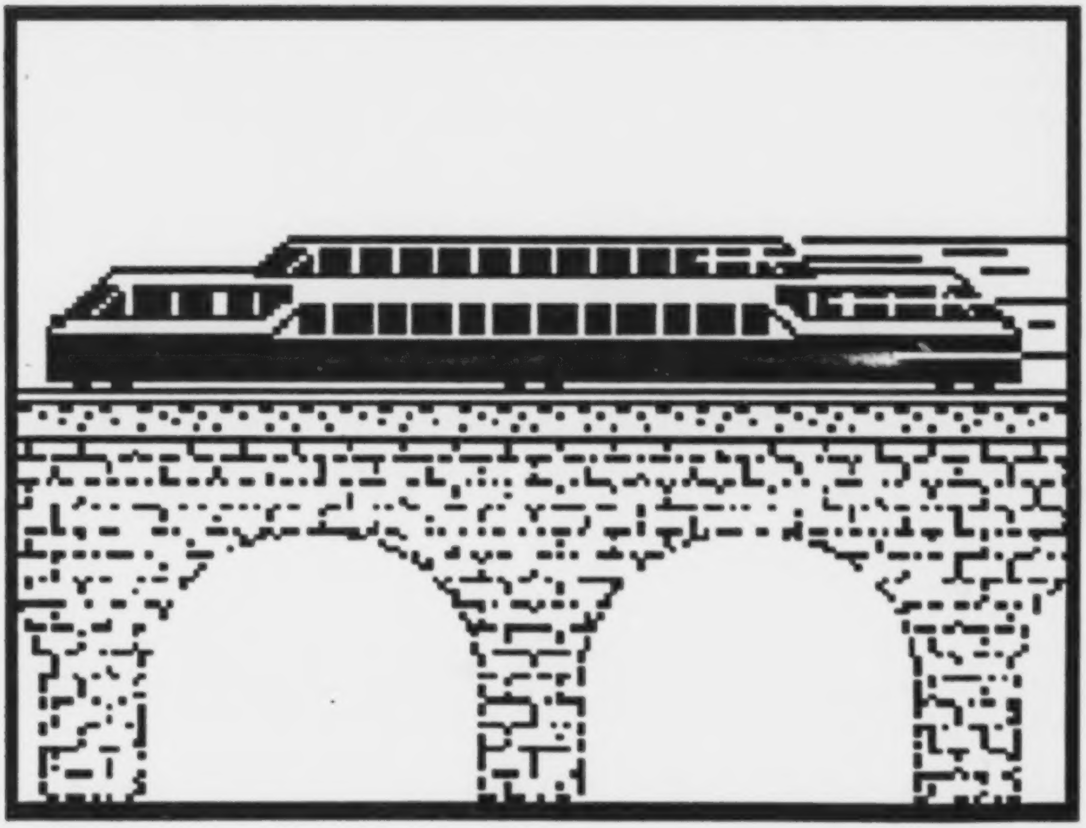
Many components of the infrastructure were built in the 1960's or before, with average estimated lives of about 25 years. Moreover, during the last two decades, government funding for public works relative to total government spending has nearly halved. As a result, America's infrastructure is inadequate and poses a major economic problem -- possibly of crisis proportions. Visible examples of the condition of the infrastructure are deteriorating streets and highways, closed bridges, decaying public buildings and other rapidly deteriorating facilities. Less visible, though equally important problems, are broken water and sewer lines, polluted waterways, weakened dams, and fractured building foundations.

The infrastructure can no longer be neglected if we are to maintain our current standard of living, much less realize our full economic potential.

SOURCE:

To learn more about the infrastructure, and to receive a free, self-contained educational program entitled, "The Infrastructure: An American Crisis," contact:

The University of Kansas
Center for Economic Education
202 Bailey Hall
Lawrence, Kansas 66045
(913) 864-3103



ISSUE/PROBLEM SOLVING MODEL

STEP ONE - DEFINING THE ISSUE/PROBLEM

1. How can the issue/problem be worded so that everyone understands its meaning? To create an awareness, ask students what personal experiences they have had with the issue. Encourage students to ask questions, to express any uncertainty they feel about the issue. Use an attitude survey or questionnaire to stimulate discussion.
2. Will a solution to the issue lead to the improvement of society/world?
3. Does the problem have immediacy and relevance?
4. Is the problem manageable - can it be solved?
5. Why has the problem developed, why has it persisted?

STEP TWO - DEVELOPING TENTATIVE ANSWERS/SOLUTIONS

1. What solutions have been proposed in the past?
2. Has the problem been thoroughly researched?
3. Are all proposed solutions worded in terms that are easily understood?
4. Does the issue lend itself to objective analysis by students?
5. Is there sufficient data available to research the topic?

STEP THREE - GATHERING AND COLLECTING DATA

1. What data is needed?
2. What skills are needed to interpret the data?

3. Will the data be collected and analyzed by students and/or the teacher?
4. What type of issue analysis or problem solving strategies will be used?
5. Where can you locate the most recent data for the issue/topic?

STEP FOUR - DEVELOPING A SOLUTION

1. List the best possible solutions.
2. Consider the consequences, the cost/benefits of each proposed solution.
3. Discuss the reason for the choice, support your thesis.
4. Consider the trade-offs made when arriving at the solution.
5. Students should arrive at a group or individual decision.

STEP FIVE - APPLYING THE SOLUTION: IMPLEMENTATION

1. What action steps need to be designed to implement the solution?
2. What resources will be necessary to carry out the solution?
3. Develop a timeline for program implementation.
4. How can the solution/action plan be evaluated?
5. Develop strategies to redesign solutions as needed over time.

KANSAS IN THE WORLD

THE KANSAS AND HENAN, CHINA, SISTER STATE RELATIONSHIP

OVERVIEW: Many people in Kansas are not aware that our state participates in a formal sister state relationship with the province of Henan in the People's Republic of China (PRC). The activities in this lesson are intended to acquaint students with the purpose and benefits of establishing a sister state agreement and to make them aware of the sister city relationships that many Kansas cities have with different cities worldwide. This lesson can be combined with the other lessons in order for students to simulate a trip to our sister state and/or their sister city.

OBJECTIVES: The students will be able to:

1. explain the rationale for establishing sister state and sister city relationships.
2. describe the steps involved in organizing a sister city exchange.
3. list the similarities and differences between Kansas and its sister state of Henan, PRC.

MATERIALS:

1. China and the U.S.
2. Henan and Kansas
3. Similarities Between China - U.S. and Henan - Kansas
4. A Brief Look at Henan, PRC
5. Building a Sister City Program
6. U.S. City Profile

PROCEDURE:

1. Read to the students the following press release from the Kansas Governor's Office. You might make this into an overhead so the students can read along.

   June 22, 1984. Governor John Carlin today signed seven agreements of understanding between the state of Kansas and Henan Province in the PRC. The governor joined Governor He of Henan in a ceremony at the Provincial

People's Hall in Zhengzhous, the capital of Henan.

Then read the students the following press release and ask them why ex-Governor Carlin was in Henan, PRC.

May 19, 1986. Government John Carlin today announced from Beijing, the capital of the PRC, that he has signed a letter of intent to further negotiate the expansion and formalization of agricultural, agri-business, industry, and technology, investment and commercial trade relationships . . .(with China)

2. Have the students locate China and the Henan province with its capital city of Zhengzhous. Try to locate a speaker who is fluent in Chinese to help with the pronunciation as well as speak on life in the PRC.

3. Tell the students that Kansas and Henan have what is known as a "sister state" relationship. In order to help them understand what a sister state relationship is, ask them the following questions:

   * How do you meet friends? (they might answer that they are people who have the same interests or that they met through mutual need and then became friends.)

   * Making friends takes time to build trust and establish mutual interests.

   * You have to be a friend to keep a friend - it takes effort on your part.

   Relate the discussion of students' personal friendships to that of a sister state relationship. Note from the press releases that it took time for Kansas to establish this agreement.

4. Ask the students to speculate on why Kansas has a sister state tie with Henan, PRC. Why China and not England?

   Lead the students' answers to a discussion of interdependence. Ask them what country would most benefit from what Kansas has to offer. Before the leaders of Kansas chose Henan, they had to ask themselves:

   Who needs what Kansas has to offer? Kansas needs to sell wheat and technology, and China needs to buy food and technology.

Kansas is in the middle of the U.S., so it could look in any one of four directions to find an appropriate connection. (Direct the students' attention to the map or globe as you point to each of the following directions.) Kansas already trades with many of these nations.

(a) North -- Canada grows more grain than she needs and is about as technologically advanced as the U.S. Canada would like to sell grain and technology to us. Canada is currently our #1 trading partner.

(b) South -- Latin and South America would probably buy some grain or technology, but the nations in that area are heavily indebted now. There is potential here, but there is also a high risk that Kansas might not get paid for her goods and services. Also, other nations trade heavily with Latin American countries.

(c) East -- The Europeans have joined together into the European Economic Community (EEC) to produce grain and other goods. The EEC has a food surplus that they want to sell. Many European nations would also like to sell technology to the U.S., but we are equally advanced and can make our own advancements.

(d) West -- America has looked to Asia for markets as long as there have been Yankee traders, so it is logical for Kansas to consider Asia. The U.S. has recently signed a trade agreement with Japan to sell them beef (from Kansas) and citrus products. Are there any other major nations in Asia? Yes, China. China, with nearly 1/4 of the world's total population and limited farmland, often needs to buy grain because it cannot produce enough for everyone. Unlike the Japanese who ate little wheat until after WWII, the Chinese have always grown wheat and eaten wheat products, such as noodles and steamed breads, so Kansas doesn't have to "create" the market; it already exists. In addition, China needs technology to improve agricultural production because it would like to be self-sufficient in grain production eventually. Who is better able to help provide this technology than Kansas, one of the most efficient agricultural producers in America? Therefore, Kansas leaders decided to pursue a relationship with Henan, PRC. As part of the sister-state relationships, Kansas is undertaking a commitment to help China with a feed mill operation in Henan, and a student exchange program between the two state university systems.

5. To learn more about the PRC and Henan province, have students do research on the topics covered in the worksheets on the USA-China and Kansas-Henan

connections. After completion, have students report on the similarities and differences between our nations and our state. Also have the students do the worksheet on the history of Henan. Be sure that the students have a recent map and reference materials.

6. Many cities in Kansas have established sister city relationships all over the world. You can check with the Kansas Department of Commerce to obtain this information. Ask students to list reasons why sister-city programs are so popular. List their answers on the board, then compare with the information from the Sister Cities International handout. This organization acts as the link to help cities around the world find a compatible "partner." Very simply stated, a Sister City relationship occurs when an American community (of whatever size or character) joins with a community in another nation to develop friendly and meaningful exchanges; the two may propose a formal affiliation. The ideal affiliation involves citizens, businesses, and civic organizations in both communities engaging in continuing projects of mutual interests.

7. At this time, you may want to have the students simulate the process of finding a sister city. Sister City International has listed six steps that are recommended. If your city has a sister city, ask one of the original planners to tell the class about the organization process. Pass out the worksheet on reasons to have a sister city and have students read through the steps carefully before they decide on their choice for a sister city. The class should fill out the U.S. City Profile form used by all who apply to the Sister Cities International organization. After the groups choose their ideal sister city, they can contact the national organization for a list of the Kansas sister city ties. Have the students write their Chamber of Commerce about any sister city and the types of programs they have developed.

RESOURCES:

Kansas-China Exchange in Education
5206 W. 58th Street
Shawnee Mission, Kansas 66205

Sister Cities International
120 S. Payne St.
Alexandria, VA. 22514
PH. 703-836-3535

WHY HAVE A SISTER CITY?

A Sister City Program helps the citizens of both communities become directly involved in international relations in many unique and rewarding exchanges which benefit everyone. It enables all who participate to:

* Exchange ideas and personal visits with their counterparts in another culture on a direct personal basis.

* Establish an identity as members of the family of man involved in the constructive process of building world peace.

* Develop a way for many and diverse elements of every community to come together to enjoy and profit from a cooperative program.

* Open new dialogues with another culture to find unique solutions to improving the quality of urban life.

* Participate in a program with a real partner in another country so all members of the community can feel they are contributing to international understanding in a direct, personal way.

* Better understand their own community by interpreting their way of life to the people of another culture.

COMPARISON OF CHINA AND THE U.S.

Research the following information and then look for similarities and differences between the United States and China. You will probably want to complete this chart on a piece of posterboard or construction paper so you will have enough room for a thorough comparison of these nations.

	CHINA	UNITED STATES
1. POPULATION		
2. SIZE		
3. LAND USE		
4. LANDFORMS		
5. WATERWAYS		
6. CLIMATE		
7. HISTORY		
8. GOVERNMENT		
9. ECONOMY		
10. QUALITY OF LIFE		

OUR SISTER STATE IN CHINA

Fill in the following information from your text and other appropriate resources. You will probably want to complete this exercise on either a piece of posterboard or a piece of construction paper. When you have completed the assignment, look over the similarities and differences between Henan and Kansas.

	HENAN	KANSAS
1. POPULATION		
2. SIZE		
3. LAND USE		
4. LANDFORMS		
5. WATERWAYS		
6. CLIMATE		
7. HISTORY		
8. GOVERNMENT		
9. ECONOMY		
10. QUALITY OF LIFE		

SIMILARITIES AND DIFFERENCES BETWEEN CHINA AND THE U.S.

SIMILARITIES

1. Both the U.S. and China are large nations. China -- 3,691,500 sq. mi. / U.S. -- 3,675,545 sq. mi.
2. Both are located between 45 and 15 degrees north latitude. The following cities are at about the same latitudes:
   (1) Beijing and Philadelphia
   (2) Chongqing and Houston
   (3) Harbin and Minneapolis
   (4) Canton and Havana, Cuba (only 90 mi. South of Miami)
3. Both countries are bordered by oceans on the east.
4. Both countries have major mountain ranges in their western parts.
5. Both countries contain two major river systems.
   CHINA: Huang He or Yellow River and Yangtze or Chang Jiang River
   UNITED STATES: Missouri River and Mississippi River

DIFFERENCES

1. The two nations' population density are quite different. China 280/sq. mi.; United States 64/sq. mi.
2. The U.S. population is clustered on east and west coasts. The Chinese population is clustered in an east-central corridor.
3. The U.S. is only 200 years old. China is 4000+ years old.
4. The U.S. rivers drain from north to south. The Chinese rivers drain from east to west.
5. The U.S. is bordered by two oceans and China only has one.
6. The Rockies are an interior chain of mountains stretching from north to south while the major Chinese mountain chains stretch from west to east.

SIMILARITIES BETWEEN HENAN AND KANSAS

1. Both are landlocked.

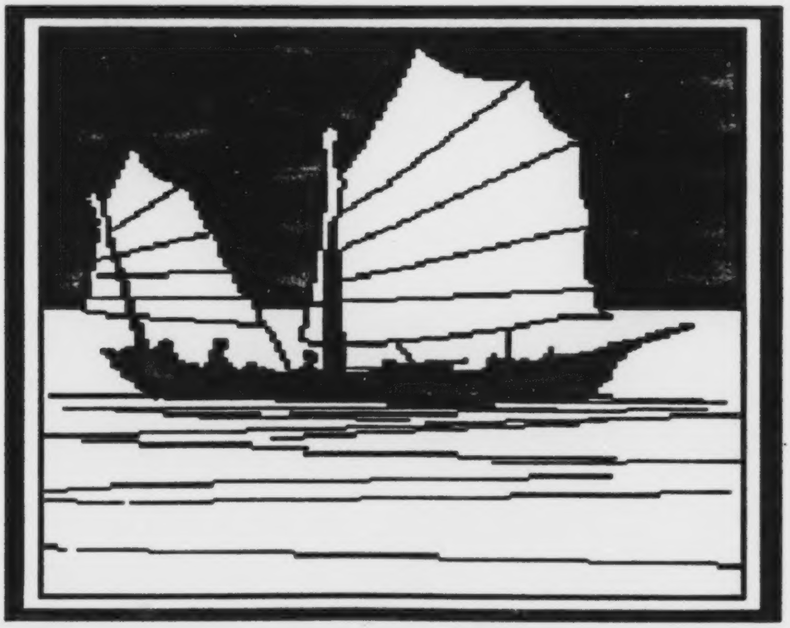
2. Both border on a major river -- Yellow River in Henan; Missouri River in Kansas.

3. The latitudes of both capital cities are similar.
   (1) Topeka is at 37.03 North
   (2) Zhengzhous is at 34.48 North

4. Eastern Kansas and Henan have the same approximate mean annual precipitation and the same approximate mean annual temperature.

5. Both Eastern Kansas and Henan are humid mid-latitude climates. In this type of climate precipitation falls in all seasons with the maximum precipitation in the summer. This type of climate has long, warm summers and cool winters.

6. Both Zhengzhous and Kansas City are major rail junctions for their respective nations.



The Steps In Building A Sister Cities Program

1. Discuss the sister city idea with friends and community leaders, then call a meeting of those interested. The key to a successful Sister City program is broad local support and this logically comes from community organizations and institutions.

2. After you have determined local interest, ask your community leaders to inform their organizations about the idea. They should discuss the program at their own meetings and assess the kind of activity their organizations could support. For example, educational representatives might agree to develop a school-to-school program.

3. After the initial meetings, request that your mayor and council support a proposal to establish an affiliation with a community in another nation. Form a committee to include the broadest possible community representation. Appoint a chairperson who is knowledgeable and active in local affairs. An ad hoc group should be established to study possible sister city choices.

4. The process of determining where in the world to seek a sister city is very important and deserves careful attention from you and your committee. The more people who participate in the selection process, the more who will actively support the relationship. Sister Cities International (SCI) maintains a list of cities around the world that have expressly asked for a U.S. sister city and will forward that information to you. If any of the cities on the list is of interest to your community, contact SCI and any additional available information on that city will be forwarded to you to assist you in making the final decision. If no listed city seems to be an appropriate match for your community, SCI will forward information on your city to one of its many counterpart organizations abroad, depending on which region of the world is of interest to your city. A potential sister city may then be located by advertising your city directly to foreign cities in contact with their counterpart organizations.

5. The process of forming a sister affiliation can take anywhere from six months to two years. Communications, development of a local program, involvement of municipal officials—these are some of the many factors which affect the length of the affiliations process. Avoid premature publicity because if publicized arrangements fail to work out, enthusiasm is likely to dissipate.

6. During this interim stage — your committee should consider establishing itself as a private, non-profit organization and applying for a 501(c) (3) status from the Internal Revenue Service. This will help ensure program continuity and will assist your committee in raising funds necessary to conduct the Sister City program.

7. When you have selected a city as a possible candidate and you are ready to invite that city to become your sister city, you should send an exploratory letter to elicit the feeling in that city about a relationship with your community. SCI will forward to you a sample letter of invitation and a city council resolution supporting the proposed affiliation. You should adapt these documents to state your city's reasons for entering the program and for choosing the foreign city. You should state your goals and proposed activities for the program and should ask the foreign city to do the same. An invitation for community leaders to visit your city would be well received if included in the letter. A visit by citizens from your city to the prospective sister city during this stage could expedite the process. It is advisable to send any correspondence in both English and the language of your potential sister city.

8. Send the letter of invitation and supporting resolution to your prospective sister city along with informational material that will properly introduce your community to the foreign city and convey a sense of what your community has to offer in a sister city relationship. Send copies of these letters to Sister Cities International, to the U.S. Embassy in that country and to the foreign embassy in Washington, D.C. SCI will write an official letter supporting the affiliation once copies of the mayor's letter has been received. SCI can also use diplomatic services for communications purposes if there is a problem establishing and receiving correspondence from the sister city. Once acceptance letters and council resolutions have been exchanged with your sister city, send copies to SCI. Upon receipt of these documents, SCI will then list the affiliation as official and add it to the SCI Directory of Sister Cities by State and Country. SCI charters will be sent to you recognizing your new affiliation, which can be exchanged with your sister city.

The Role of Sister Cities International

Sister Cities International (SCI) the principal program of the Town Affiliation Association of the U.S., Inc., a tax-exempt, non-profit organization, headquartered in Alexandria, Virginia, fosters international cooperation and understanding through Sister City relationships between cities in the United States and other nations. SCI was created by participating U.S. cities to provide a forum through which its membership could express their concerns and actively work to meet the challenge of bettering international relations in the world today.

Sister Cities International gives the community a central clearing point to which it can turn to obtain assistance and information about programs. It provides direct contact with embassies, government agencies and organizational resources in the United States and throughout the world.

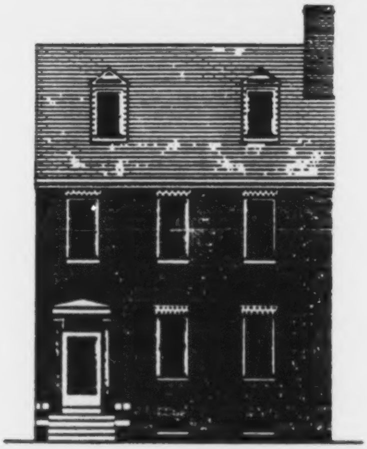
SCI can assist you to start your program and help you carry out the many exchanges possible by providing you with information and advice when needed. A single community trying to do the job alone does not have the resources, but in cooperation with many communities, and with the resources of the national association, these goals can be accomplished.

Sister Cities International is a membership organization and charges a minimum fee to cover the expense of publications and consulting services to assist U.S. communities that are forming new affiliations. Membership dues are usually paid by the city, the Chamber of Commerce or the local sister cities committee. A city pays half of the annual dues as a service fee during the initial stage of program formation. The remainder is paid once the affiliation has been finalized. SCI maintains a schedule of dues based on population, ranging from $100 to $925.

For further information or assistance, contact:

sister cities
INTERNATIONAL

120 South Payne Street
Alexandria, Virginia 22314
Tel.: (703) 836-3535



The new headquarters building of Sister Cities International in Alexandria, Virginia.

(Detach and return to Sister Cities International, 120 South Payne Street Alexandria, VA 22314)

Yes, I would like more information on how our city can get involved in the Sister Cities program.

Send to:

Name __________

Title __________

Address __________ Room or No. __________

City __________ State __________ Zip __________

To help us help you, please complete this portion:

Population of your city __________ Economic Base __________

City or country where you might be interested in forming a link __________

KANSAS IN THE WORLD

SECTION THREE

KANSAS AGRICULTURE HELPS TO FEED THE WORLD

1. U.S. Agriculture in A Global Economy
2. Kansans Feed the World

KANSAS IN THE WORLD

U.S. AGRICULTURE IN A GLOBAL ECONOMY

OVERVIEW: International trade is crucial to the agricultural economy of not only Kansas, but the U.S. as well. It contributed to the farm prosperity of the 1970's and to the crisis of the 1980's. Because Kansas is one of the top five agricultural exporting states, this crisis has had a direct impact on our lives because it affects our economic well-being. Many students have seen movies about the farm crisis as well as heard stars like Willie Nelson sing during the Farm Aid concerts. The purpose of this lesson will be to provide students with a broader understanding of the key issues that affect both Kansas and U.S. agricultural trade in today's global economy.

OBJECTIVES: The students will be able to:

1. realize that the U.S. is interdependent with other nations for its food supply.
2. assess the impact of U.S. agriculture in the world economy.
3. discuss the major factors that have contributed to change in international agricultural trade.
4. identify the major nations that import U.S. agricultural products.
5. draw conclusions from data on the world's food supply.

MATERIALS:

1. How Much Do You Know About U.S. Agriculture?
2. Teacher's Key to the Quiz
3. Trading For Prosperity in American Agriculture
4. Declining Agricultural Trade: The Remedies
5. Food Globe Statistics Factsheet/Worksheet

PROCEDURE:

1. Ask students if they are familiar with the childhood story of the country mouse and the city mouse who visited each other's homes and discovered that their lifestyles were totally different. Many Kansas students who live in towns and cities are unfamiliar with an agricultural lifestyle even though

students across America are taught that Kansas is a farm state. Distribute the Agricultural Quiz and see how much your students know about U.S. agriculture. See the resource section for more information on the "Agriculture in the Classroom" unit for your classrooom.

2. Show students a map of Kansas and point out the population distribution by contrasting the numbers of people living in various Kansas counties. Tell students that, in the past, population was more heavily concentrated in farming. Why the change? Why are stars like Willie Nelson staging benefit concerts called "Farm Aid"? Because agriculture plays an important role in the Kansas economy, it is important for students to see the big picture, to understand what is happening to the U.S. agricultural economy in today's global economy. Advanced texts on both U.S. and Kansas history are helpful in explaining to students the changes in agriculture over time. Teachers should refer to the lesson on the Kansas Economic Development Study. This lesson has a lot of good information on the reasons for changes in both the U.S. and Kansas agricultural economies.

3. International trade is critical to the U.S. and Kansas economy. As students have learned in previous lessons, we live in an interdependent global economy. This means that the agricultural economy around the world affects not only Kansas but everyone in the U.S. The handouts entitled, Trading For Prosperity in American Agriculture and Declining Agricultural Trade: The Remedies, are designed to introduce students to the major factors that contributed to farm prosperity in the 1970's and to the despair of the 1980's. As a citizen of an agricultural state, students need to focus on the major forces causing change in international agricultural trade. Teachers may want to list on the board the six forces highlighted in the article and discuss them in depth using the Issue Analysis Problem-Solving Model given in the lesson on Kansas Economy. The handout, Declining Agricultural Trade: The Remedies will present students with a list of possible solutions. A speaker from your regional USDA office or K-State University should be able to answer your students' questions.

4. Ask students to survey their grocery store and list products that are imported from abroad. We rely on other countries for many of our daily foods. Now ask students if they know where our agricultural exports go. Read the handout, Where Do U.S. Exports Go? Advanced students should do research to update the figure and then graph using a computer. Ask students

to speculate as to what new markets could be developed in the future.

5. The big picture - to acquaint students with an overview of the global food situation, pass out the Food Global Statistics handout and discuss the answers with the class. Teachers of advanced students may want their students to research additional data on each country's Gross National Product, size of country, mortality rate, income per capita, etc., in order to allow students to analyze the issue in depth. With this information, students can develop essays on the issue of hunger and what role developing nations should play in solving this problem.

6. Key to "Agriculture in the Classroom Quiz": 1-C; 2-B; 3-A; 4-D; 5-A,C,D,F; 6-A,B,E,F,H; 7-D; 8-D; 9-A; 10-A; 11-B; 12-D; 13-A; 14-C; 15-A.

RESOURCES:

Policy Choices for a Changing Agriculture
National Public Policy Education Committee
Extension Service - USDA

Kansas State Board of Agriculture
444 S.E. Quincy
Topeka, Kansas 66683
(913) 295-2600

Mr. Les Olsen
Educational Program Specialist-Agriculture Education
State Department of Education
Topeka, Kansas 66612

KANSAS IS ONE
OF THE WORLD'S
BREADBASKETS

HOW MUCH DO YOU KNOW ABOUT U.S. AGRICULTURE?

DIRECTIONS : CIRCLE THE CORRECT RESPONSE

1. In one year, the proportion of the U.S. gross national product (GNP) generated by agriculture is about

   A. 5%   B. 10%   C. 20%   D. 40%   E. don't know

2. The number one industry in Kansas in terms of money received for products is

   A. wheat production
   B. beef cattle production
   C. aircraft manufacturing
   D. meat processing
   E. don't know

3. Export facilities handling a large amount of the commodities exported from Kansas are located in which one of the following cities?

   A. Houston, Texas
   B. Portland, Oregon
   C. Manhattan, Kansas
   D. Chicago, Illinois
   E. don't know

4. Research to improve the productivity of farmers is conducted by

   A. Agricultural Experiment Stations at land-grant universities
   B. private companies producing products for farmers
   C. agricultural consulting firms
   D. all of the above
   E. don't know

5. Crop yields have increased dramatically over the past 50 years because of (circle all that are true)

   A. improved weed and pest controls
   B. more rainfall
   C. the use of fertilizers
   D. improved seed quality
   E. government price supports
   F. better farming machinery

6. The U.S. government has laws or policies about (circle all that apply)

   A. grain exports
   B. meat processing
   C. chemical content of food
   D. type of plows to be used on farms
   E. disposal of farm animal wastes
   F. use of pesticides to control insects
   G. amount of fertilizer to be used on growing wheat
   H. control of weeds

7. In 1980 President Jimmy Carter enacted a grain embargo against what country?

   A. China B. Israel C. Vietnam D. Soviet Union

8. Which of these Congressional Acts helped develop farming in the Midwest by giving a settler up to 160 acres of land in return for his residing on it for 5 years?

   A. Land Grant B. Morill C. Capper-Volstead D. Homestead

9. The majority of agricultural businesses (including both farms and agribusinesses) in the U.S. are legally organized as which one of the following?

   A. sole proprietorship B. partnerships C. corporations D. cooperatives

10. For every farmer, there are how many non-farm people who produce the things farmers need and who process, transport, and merchandise the products farmers grow?

    A. 5 B. 3 C. 2 D. 7 E. don't know

11. A drought in the Soviet Union during the wheat production season would likely

    A. raise the amount of rainfall in the U.S.
    B. raise the demand for wheat produced in the U.S.
    C. raise the value of gold
    D. lower the price of wheat futures on the Board of Trade

12. What is used in agriculture to transplant the hereditary material from one plant species to another to artificially pass on the best characteristics?

    A. integrated pest management B. artificial insemination
    C. photosynthesis D. gene spiking

13. Farm foreclosures occur because

    A. farmers are unable to repay loans
    B. the government wants to decrease the number of farms
    C. there is less demand for food products
    D. machines have replaced the need for farm workers

14. The number of persons needed to work on U.S. farms has decreased over the past 30 years because

    A. not as many farm products are needed
    B. we import more food products
    C. machines are more efficient
    D. farm labor is too hard for most people
    E. the value of the U.S. dollar has decreased

15. The biggest threat to the production of agriculture in the future is

    A. lack of water B. locusts C. dust storms D. lack of transportation

TRADING FOR PROSPERITY IN AMERICAN AGRICULTURE

Forces Causing Changes in Trade

International trade is critical to the agricultural economy of the United States. In the 1970's it contributed to farm prosperity and in the 1980's it contributed to farm despair. U.S. agricultural trade is affected by a wide range of forces, some of which help, while others harm our trade balance.

1. **TECHNOLOGY** - Adoption of new technology has stimulated growth in agricultural productivity throughout the world in the past 15 years. If this growth continues at past rates, the world's producers may continue to produce more food than consumers can afford to buy.

   The source of much technological change in developed countries (DCs) will be genetic engineering and other biological advances leading to more productive animals and, perhaps to a lesser extent, higher yielding plant varieties.

2. **COMPARATIVE ADVANTAGE AND PRODUCTION COSTS** - The United States has not lost its ability to be price or cost competitive in world agricultural markets. However, other countries have combined modern technologies, particularly for labor-intensive crops, with low cost labor and land to make a competitive impact on trade. Examples include wheat produced in France, corn in Argentina, orange juice concentrate in Brazil, textiles in China, tomato paste in Turkey, and vegetables in Mexico.

3. **POPULATION GROWTH AND DISTRIBUTION** - World population is expected to expand by 1.8 billion persons over the next 20 years, with 1.6 billion added to the population of LDC's and 200 million added to DC's (Food and Agricultural Organization of the United Nations). This will add significantly to global food needs and further accentuate the importance of LDC's as potential markets for food.

4. **ECONOMIC DEVELOPMENT AND INCOME GROWTH** - Economic growth rates in the mid 1980's dropped and the rate at which they will recover is

uncertain. Market opportunities will be good in many regions but the ability to pay for food imports will continue to be inadequate in areas where population increases are greatest. This will focus attention on economic development programs as a means to improve incomes in poorer countries and thus to stimulate import demand.

The dollar began a significant decline in 1985 against currencies such as the yen, Deutschemark, and pound sterling. However, it continued to increase against the currencies of principal agricultural competitors such as Australia, Canada, and Argentina. Thus, the United States did not gain an exchange rate advantage in seeking to increase its share of world agricultural trade.

LDC debt, accumulated during the latter half of the 1970's, had a negative impact on agricultural imports from the United States during the 1980s. As LDCs reduced imports, they also sought to increase exports in order to earn "hard" currencies needed to service debt. This, in turn, increased competition for U.S. products in export markets.

5. **GOVERNMENT POLICIES AFFECTING TRADE** - Protection is prevalent in the global trade of food products. Major buyers of U.S. products, such as the European Community (EC) and Japan, use a variety of devices to protect their domestic producers from foreign competitors. The United States, in turn, uses protective regulations or agreements to limit the imports of dairy, meat, sugar, textiles, and other agricultural products.

   Trade policies and U.S. government policies often are in conflict. Export embargoes on U.S. agricultural commodities tend to reduce the creditability of the United States as a reliable supplier. The Food Security Act of 1985 implicitly subsidizes U.S. grain exports at enormous expense to the economies of countries such as Canada and Australia, competitors in wheat trade but important political and economic allies. Another example where policies may be in conflict is the agreement the United States has with Israel to trade better access to U.S. speciality crop markets for strategic military objectives.

6. **INSTITUTIONS AFFECTING TRADE** - Many institutions affect trade although their impact is difficult to measure. The General Agreement on Tariffs and Trade (GATT) is perhaps the most prominent of these institutions. It is the mechanism for developing "rules of the game" for world trade. Its benefit lies in its role as a forum in which countries may negotiate their trade interests and attempt to settle disputes. Its principal drawback is its inability to enforce trade regulation and settle disputes.

   The World Bank, International Monetary Fund (IMF), the Agency for

International Development (AID), the Food and Agricultural Organizations of the United Nations (FAO) are similar agencies that influence trade.

7. **ADJUSTING TO CHANGE** - World agricultural trade will increase over the next two decades in response to larger populations and higher incomes. Trade shares will change as new producers emerge, relative costs shift, and government policies intervene. The critical policy issue for the United States is how to respond to these changes in a way that is compatible with its agricultural goals.

SOURCE: Adapted from "Policy Choices of a Changing Agriculture," by Kirby Moulton and C. Parr Rosson, III, (National Public Policy Education Committee, Extension Service - USDA)

DECLINING AGRICULTURAL EXPORTS

Being able to identify the problems is only the first step -- albeit an important one. The next step is to discover and then evaluate the numerous potential remedies, discarding all but the most effective measures, which would be politically feasible and economically responsible.

In searching for answers to the problem listed, the National Commission on Agicultural Trade and Export Policy reviewed literally thousands of letters and questionnaires from farm organizations, agribusinesses, and public officials. The Commission has also heard testimony from these groups, as well as from Members of Congress, economists, USDA officials, and even representatives of foreign governments. There was surprising unanimity among U.S. witnesses on the policies which should be undertaken to recapture our lost agricultural markets.

With the passage of the five-year Food Security Act in late 1985, the United States displayed its willingness to put its house in order. This landmark legislation allows the U.S. to rely more on market forces than on government fiat. However, much more remains to be done.

It is critical that the United States initiate policies that dampen the effect of unfavorable macroeconomic factors -- such as excessive exchange rate fluctuations -- on the agricultural sector. The U.S. must also urgently press for a new round of GATT negotiations, which will, once and for all, address the problems. The U.S. should be prepared to demonstrate its refusal to accept continuing unfair trading practices which distort world commerce.

The Commission's Final Recommendations to the President and the Congress contain a comprehensive evaluation of the impediments U.S. agricultural exporters are facing, and a consensus plan to restore American leadership in world markets through a program of effective competition.

Remedies Summarized

- Improve management of U.S. international and domestic economic policies
- Lessen foreign policy constraints to economic growth through trade
- Use all existing tools to expand markets for U.S. agricultural commodities and products
- Maintain policies that safeguard U.S. agricultural competitiveness
- Meet and counteract effects of unfair foreign trade polices
- Strengthen agricultural interests and streamline U.S. farm trade policy process

Reprinted from "Kansas Exports -- The National Commission on Agricultural Trade and Export Policy."

FOOD GLOBE STATISTICS

NATION	% OF POP. IN AG	% OF PERSONAL $ FOR FOOD	MINUTES WORKED FOR PORK (1 lb)	BREAD (1 lb)	EGGS (doz)
U.S.	2.1%	12.7%	17	3	5
AUSTRALIA	5.6%	17.1%	14	2	20
BRAZIL	37.4%	41.0%	31	4	14
CANADA	4.8%	14.5%	11	2	6
CHINA	70.0%	60.0%	500	200	375
FRANCE	8.2%	18.5%	18	2	8
ITALY	10.6%	10.6%	20	2	10
JAPAN	10.4%	21.5%	43	7	9
MEXICO	35.2%	40.0%	33	3	11
USSR	15.8%	33.7%	40	8	73
U.K.	2.0%	17.3%	14	2	11

SOURCE: Agricultural Council of American Educational Foundation, Inc., Washington D.C. - 1984.

Read the information chart above carefully, then answer the following questions:

1. How long would it take a worker in the U.S. to earn enough to buy 3 lbs of bread?

2. How long would a Soviet worker have to work to earn enough to buy 1/2 pound of pork?

3. If a Brazilian worker wanted an egg sandwich, how long would he have to work to earn 1 lb of bread and 1/2 dozen eggs?

4. If a Japanese laborer wanted to make ham sandwiches using 1 lb of both bread and pork, how long would he have to work to be able to buy them?

5. If an Australian woman works 20 minutes, and a Chinese man works 7 hours which has earned enough to buy the most pork?

6. What percent of personal spending is for food in the United Kingdom?
France? China?

7. Which country spends the largest percentage of personal spending on food?
the smallest percentage?

8. Which country has the largest percentage of the population involved in agriculture production? the smallest?

9. Why do you think China spends almost 5 times as much of their personal spending as the U.S. does on food?

10. In comparing the U.S. with Canada and Mexico, which country has the largest percent of population involved in agriculture and why?

FOOD STATISTICS TEACHER KEY - COVER WHEN PHOTOCOPYING FOR STUDENTS

1. 9
2. 20
3. 11
4. 50
5. Australian
6. 17.3%, 18.5%, 60%
7. China
8. China, U.K.
9. cost of production, efficiency
10. Mexico

WHERE DO U.S. FOOD EXPORTS GO?

In fiscal 1984, nearly 60 percent of the value of all U.S. agricultural exports went to ten countries. The ten account for about 80 percent of the export value of U.S. feed grains and over 60 percent of U.S. wheat. Most of the top ten countries in 1984, were also among the ten largest 5 years ago, but some shifts have occurred in countries' relative positions on the list.

Most of the countries listed as our ten largest markets in 1984 were also among the ten largest 5 years ago. With the exception of the Soviet Union, the composition of the group is fairly stable from year to year. However, some changes have occurred.

Countries that are members of the European community as well as major U.S. customers have decreased their purchases of U.S. products. Meanwhile, the share of several developing countries - Mexico, Korea, Taiwan, and Egypt - have increased. The trend is not confined to just the United States' 10 major customers. The share sold to all developed countries fell to 50 percent in 1984 and the developing countries' share rose to 39 percent, each group changing about 5 percentage points since 1979.

EAST BUYS WEST

Japan has been the largest customer for U.S. agricultural products for many years. Not only is Japan's share of U.S. agricultural exports more than twice as large as any other country's, but it is consistently in that position. Alone, Japan accounts for one-fifth to nearly one-third of U.S. fruit, soybean, tobacco, cotton, and feed grain exports. Japan's arable land is only about 1 percent that of the United States, and much of it is planted to rice and vegetables. However, rising incomes are increasing the demand for poultry and red meat. Japan's growing livestock sector currently depends on imports for 70 percent of its feed and the imports' share is increasing. Only 2 percent of the country's coarse grain consumption comes from domestic production.

Japan's agricultural policies, like those of most countries, aim to promote food production and security. But support for domestic food and farmers has emphasized rice, historically the most important crop. There are no import duties on feed grains, and imports from the United States rose 37 percent between 1979 and 1984. Feed grains now account for over one-third of the value of U.S. exports to Japan.

KOREA AND TAIWAN: GROWTH MARKETS

Korea and Taiwan share several important features with Japan. Though Japan's highly developed economy sets it apart, all three have limited land and share a tradition and preference for rice. Though less developed, Korea and Taiwan are industrializing and have shown strong income growth and increased meat consumption since development accelerated in the 1970's.

KANSAS IN THE WORLD

KANSANS FEED THE WORLD

OVERVIEW: Children throughout the United States learn in their textbooks that Kansas is one of the leading agricultural states in the nation. Therefore, it is vital for all Kansas students, urban and rural, to take time to study the agricultural sector of the Kansas economy. This lesson will examine the present status of agriculture in Kansas with special emphasis on the future outlook for ag-related industries. Students will also learn how the Kansas City Board of Trade connects Kansas with the world.

OBJECTIVES: The students will be able to:

1. demonstrate awareness of the contribution made by Kansas farmers to the state economy.
2. list the major Kansas agricultural related industries.
3. discuss Kansas agricultural exports in relation to overall U.S. farm exports.
4. explain the contributions made by overseas Kansas immigrants to the development of Kansas agriculture.
5. plot the major crops and important geographic features on a map of Kansas.
6. assess the role of the State Board of Agriculture in the development of international markets.
7. summarize Kansas ag-related problems and potential solutions as outlined in the Kansas Agricultural Economic Development Study.
8. list the factors that affect the price of wheat/grain and eventually food consumers purchases.
9. analyze the role of the Kansas City Board of Trade in connecting Kansas with the world.
10. evaluate whether Kansas should export its food production technology.

MATERIALS:
1. Kansas Agriculture True-False Quiz
2. That Fantastic Kansas Farmer
3. Kansas Agricultural Factsheet
4. Kansas Rank in U.S. Agriculture
5. Kansas Agricultural Economic Development Study

6. Kansas High Potential Industries
7. Kansas Agricultural Exporters
8. The Kansas City Board of Trade
9. Should Kansas Export Its Food Technology?

PROCEDURE:

1. To grab students' attention, put KANSAS IS #1 on the board and ask for student reactions. Chances are the students might say that this refers to the 1988 NCAA basketball championship title won by KU, the 1989 NCAA baseball championship won by Wichita State, or the feeling among students that our state is the best!

2. Give students the Kansas Agricultural True-False Quiz. When they are finished, briefly go over the answers and tell them that in this lesson they will learn a lot of interesting facts about what makes Kansas #1 in Agriculture. Whether they are from the city or the country, students need to know about Kansas agriculture because it plays a vital role in our state's economic well being - and that affects everyone! Answers for the quiz: 1 - F, 2 - F, 79 people; 3 - T, 4-F, We're #1; 5-T.

3. Distribute, or summarize, the information in the handouts, Fantastic Kansas Farmer (this would make an excellent overhead or bulletin board) and the Kansas Agricultural Factsheet. Group students and have them develop questions to be used to test the rest of the class using a game-show format or trival pursuit game. Example: In 1986, Kansas produced enough wheat to provide every person with 5 loaves of bread. Before you play, make sure the students have covered the important facts. Highlight the contributions made by the early Mennonite immigrants from Russia in bringing the Turkey Red wheat to Kansas. Our state's economy owes much to these early settlers who came to Kansas from all parts of the world. Teachers should consult a Kansas History text, if necessary, to expand on this topic. Teachers can provide a Kansas outline map and have the students mark the state's geographic regions, climate, and crops. Pictures or samples of major crops, like sorghum, are a must to introduce city students to our most important crops. They should be able to recognize the major Kansas crops as they travel across the state.

4. Pass out or discuss the handout Kansas Rank in U.S. Agriculture. Students should note that while we rank #1 in the nation and are called the "Wheat State", only 16% comes from Kansas. This means that many states are

involved in wheat production while only a few produce sorghum. Also, only Texas has more cropland in farm production than in Kansas.

5. The Kansas Board of Agriculture has been active throughout the years in its efforts to help farmers and ag-related industries. Recently, the Kansas Legislature commissioned an ag-related economic development study through the Kansas Board of Agriculture. Producer and agribusiness institutes also put in funds for the study. Kansas State University presented the results in January, 1988. The teacher information sheet, summarizing the Kansas agricultural economy, can be shortened for younger students or used as a handout for higher ability students. Summarize the problems in Kansas agriculture (see the lesson on the Kansas Economy Prepares for the 21st Century) and stress that this study highlights our strengths for potential ag-related industries ". . . from cooking oil to frozen waffles." The Kansas High Potential Industries handout can be made into an overhead. Students should contrast the food commodities with the final consumer goods. Have them speculate as to what type of products a new Kansas business could develop - be creative. The Kansas Board of Agriculture Division of Markets is actually seeking to expand the demand for Kansas agriculture products. Recently, the famous Bloomingdales department store in New York City featured a special exhibit of products entitled the "Land Of Oz". Thousands of U.S. and overseas tourists visited, sampled, and purchased goods from our state. In addition, international trade exhibition projects will take place in the future to increase the sale of ag-related products:

- Puerto Rico Food Expo
- Korea Food Show and Trade Mission
- Far East Trade Development Mission - Thailand, Malasia
- Animal Air Transportation Conference
- Sister State/Trade Development Mission - China
- United States International Food Exhibition
- Mexico Trade Development Mission
- U.S. - Republic of China Business Conference
- Food Asia Exhibition and Trade Mission - Singapore and Hong Kong

Have students look at the list of Kansas businesses that export agricultural products. Contact one near you and invite a speaker to discuss what products are sold, where they are sold, and how they located and developed their overseas markets.

6. Contact the Kansas State Board of Agriculture for more complete information on tours, speakers, and information on where to obtain crop samples.

7. Just how does Kansas wheat and other grains get to market? Pass out the Kansas Board of Trade Fact Sheet. Speakers and tours can be arranged by contacting the KCBT. This is a vital market for exporting, not only Kansas wheat, but 75% of the total grains from the Midwest to overseas markets. Discuss with students the factors that affect the price of the food we buy. The 1988 summer drought affected the grain and eventually the price of food. How did the grain embargo to Russia affect farmers? Should food be used as a political bargaining tool? Students can look back in the newspapers for articles related to this topic.

8. Should Kansas, as a nation's leader in food production and technology, export its knowledge? This is a vital question to be addressed by our state. Kansas State University has long been a leader in ag-related research. Examples include the development of better foods, seed and genetic research, food processing institutes, research to increase production yields, development of better machinery, and animal research to name a few. Pass out the Should Kansas Export Its Food Technology Worksheet, and discuss the student answers. Have students research this topic; if possible, a speaker from K-State University would be beneficial to students studying economics.

RESOURCES:

Kansas Exports: The National Commission on Agricultural Trade and Export Policy. Copies of the Commission's Final Report to the President and the Congress may be obtained from:
Information Division
Foreign Agriculture Service
U.S. Department of Agriculture
Washington D.C. 20250

Kansas State Board of Agriculture	The Board of Trade of Kansas City
444 S.E. Quincy	4800 Main Street
Topeka, Kansas 66683	Kansas City, Missouri 64112
(913) 295-2600	(816) 753-7363

KANSAS AGRICULTURE - HOW MUCH DO YOU KNOW?

True or False? Read each question and circle the correct response.

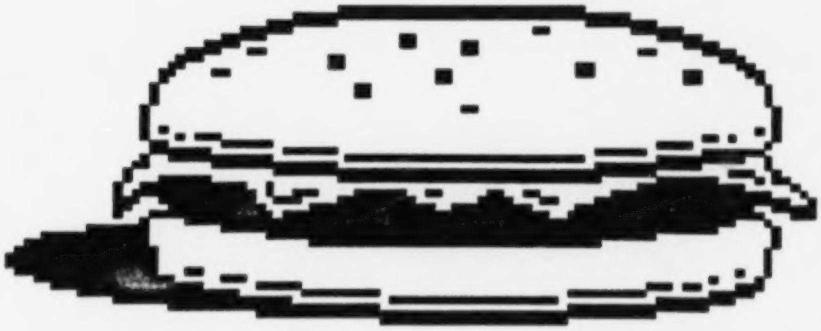
1. T F A Kansas farmer gets 50 cents on every dollar you spend on food.

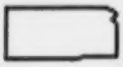
2. T F Each Kansas farmer feeds 25 people in the U.S.

3. T F Kansas ranks number one in wheat production

4. T F Kansas ranks only second to Texas in the production of red meat used; for example, in steaks and hamburgers.

5. T F One third of all food produced in Kansas is exported overseas.





THAT FANTASTIC KANSAS FARMER!

There's no such thing as an "average" farmer. But if Kansas farm statistics were distributed evenly over all our state's farmers . . . then here's what a "Kansas farmer" would be!

This fantastic family farmer is about 51 years old. His farm covers 648 acres and is worth almost $265,000. His machinery and equipment are worth over $51,000.

He gets 34 cents on every dollar you spend on food.

An acre of his farmland is worth about $387.

His expenses run about $230 a day 7 days a week!!! He relies on off-farm sources for more than half his income!

He generates nearly $80,000 a year in cash receipts from his farm production. . . Most of it will be spent in Kansas to cover his expenses.

THE KANSAS FARMER IS A MAJOR PRODUCER OF:

- WHEAT
- SORGHUM
- CORN
- SOYBEANS
- OATS
- BARLEY
- ALFALFA HAY
- ALFALFA SEED
- RED CLOVER SEED
- TALL FESCUE SEED
- LESPEDEZA SEED
- RYE
- COTTON
- DRY BEANS
- SUGAR BEETS
- POPCORN
- APPLES
- PEACHES
- MINK
- CATTLE
- SHEEP
- LAMBS
- HOGS
- CHICKENS
- EGGS
- TURKEYS
- MILK & DAIRY

One Kansas farmer creates 5 off-farm private enterprise jobs in the state.

Production from 1 out of every 3 of his acres is exported overseas.

The farmer feeds 79 people - For being "average" that's fantastic!

STUDENT HANDOUT

KANSAS AGRICULTURAL FACT SHEET

Kansas is often called the "Wheat State." It has earned this title because of a combination of soil and climatic factors along with hard working farmers who have made Kansas a leader in both crops and livestock production. In 1986, for instance, Kansas farmers produced enough wheat to make nearly 24.6 billion loaves of bread, or enough to provide every person on earth with about five loaves of bread. Every year in June and early July the wheat harvest moves northward across the state. Wheat fields, which were planted the previous fall, have reached a golden ripeness. Huge combines move through these fields making short work of what previously was a labor-consuming job. Tourists, as well as native Kansans, are impressed by this sight. A normal harvest of several hundred million bushels of wheat adds more than a billion dollars to the economy of Kansas.

The original seed for the hard red winter wheat grown in Kansas was called Turkey Red wheat and first was experimented with in the 1870's in central Kansas. Mennonite immigrants from southern Russia brought the first seed to the state. Experimentation and research in wheat breeding through the years has improved the original Turkey strain resulting in hard red winter wheat for commercial bread production.

Kansas has been blessed with sufficient rainfall, plentiful sunshine and generally moderate though changeable temperatures. It has more available cropland, about 30 million acres, than any state except Texas. The state has three different types of climate in the eastern, middle and western thirds. The eastern third of Kansas has the lowest elevation and average annual precipitation of more than 35 inches, higher humidity and less sunshine than other parts of the state. In a normal year sorghum grain, corn, and soybeans are grown in abundance in this area while wheat is less important than in the rest of the state. Many fruits and vegetables are grown here where there are more hills and trees. The eastern third of the state encompasses the beautiful and unique area of native grass particularly suited for cattle grazing known as the Flint Hills or Bluestem Pastures. This area accounts for one-fourth of the state's total pasture and range land.

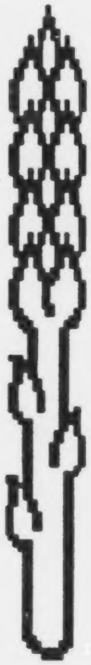
The central third of the state has a higher elevation, less rainfall, more wind and less humidity. It is the heart of the wheat belt; but sorghum, corn, alfalfa, fruits and vegtables also are grown here.

The highest in elevation and more regular in topography is the western third of the state. This is the driest and sunniest area of the state, receiving about 19 inches of rainfall each year. Much wheat, corn and sorghum grain are produced in Western Kansas aided by irrigation.

In addition to being "Wheat King," Kansas is tops among the states in the production of sorghum grain, sorghum silage, wheat flour milling capacity, flour milled, number of cattle slaughtered, and production of red meat by commercial slaughter plants. On January 1, 1987, Kansas was second in the number of cattle and calves. It ranks third in commercial grain storage capacity, and is fourth in foreign exports of farm products.

Kansas can be proud of the dedication of its farmers and agricultural researchers. The earliest explorers thought Kansas was a desert which would never be suitable for agriculture, yet today as much as two-thirds of Kansas' agricultural production goes to feed the world. Through hard work and perseverance, Kansas farmers have made it possible for food products "From the Land of Kansas" to appear on dinner tables around the world.

Source: Kansas Agricultural Statistics, March 1987.

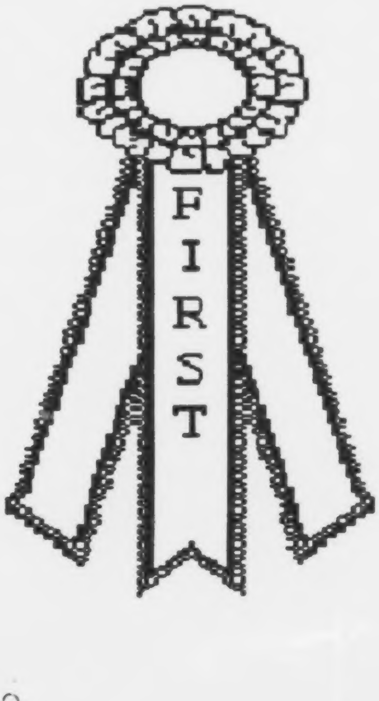


STUDENT HANDOUT

KANSAS IS TOPS!
KANSAS' RANK IN U.S. AGRICULTURE

1986 ITEM	KS AS % OF U.S. TOTAL	RANK IN U.S.
Wheat	16.1	1
Sorghum Silage	31.1	1
Flour Milling Capacity	10.3	1
Wheat Flour Milled	13.4	1
Sorghum Grain	33.1	1
Red Meat Production	12.3	1
Cattle Slaughtered	17.4	1
Cropland	6.9	2
Cattle/Calves on Farms	5.8	2
Prime Farmland	7.5	2

Source: Kansas Agricultural Statistics. March 1987.



KANSAS AGRICULTURAL ECONOMIC DEVELOPMENT STUDY

By Kathleen Ward
KSU Extension Service

TOPEKA - Optimism about the state's potential for ag-related economic development was the conclusion of a blueprint study presented in Topeka last week at the annual meeting of the State Board of Agriculture.

The study team from Kansas State University's department of Agricultural Economics presented a list of industries with high potential for succeeding in Kansas. The researchers had pinpointed manufacturers of products ranging from cooking oil to frozen waffles.

"One of our important observations was that large food processors don't always have to locate in urban areas," said Marc Johnson, department head. "We're suggesting that communities in less populated areas consider looking beyond their city limits and developing countywide or multi-county growth alliances. An alliance can offer a broad base of resources to attract or support creation of success."

KSU'S report suggested Kansas help its farmers remain competitive in the future. It said crop and livestock profit margins will be so narrow in the decade ahead that successful producers and ag-related businesses both will have to be in the forefront on innovation, efficiency and marketing. That will require backup on ideas, knowledge, market penetration, targeted marketing and promotion.

Research with Kansas agribusinesses indicated the state also should study how competitive its rates are and whether regulation restricts expansion.

Johnson said present net farm income is getting back on the track laid in the early 1960's, before the temporary prosperity of the 1970's and the recession of the early '80's. In addition, the future looks good for feedgrain producers who serve the state's expanding livestock-feedgrain sector.

This, combined with current economic and social factors, makes Kansas a prime site for many types of regional foodfeed manufacturing plants.

The team based its analysis of industries' potential for expansion in Kansas on six criteria: the industry's national growth rate, its current profitability, such barriers to expansion as national grants in the field, availability of needed ingredients in Kansas, industry potential for regional sales of premium-priced products and such location-related factors as labor and transportation costs.

"THE report provides industry hunters an idea of the best areas on which to focus," Johnson said. "It gives sound reasons to be hopeful about our future."

"Now what's needed is the vision and energy of our citizens, feasibility studies on specific industries for specific locations, and some technical, structural and informational support from the State - perhaps including a labor training facility."

Economist Arlo Biere estimated farming and ag-related manufacturing were adding $5.4 billion to the state's economy in 1982, the year of the last business census. Non-farm, ag-related businesses employed 17 percent of the state's workforce in 1985, led by meat packers' 10,370 employees.

"Most of our ag-related business is tied to our major commodities: beef and wheat. I think people would be surprised, however, about the diversity we have," he said. "It ranges from thoses who employ one or two to those hiring thousands. Business tends to be concentrated in a corridor that runs north from Wichita and east to Kansas City. But some of our biggest food processing firms are in the rural southwest."

Michael Babcock completed the KSU team's research on industries that look promising for Kansas economic development.

"The results basically were that we have the best potential for getting a bigger share of the markets we're already good at, either by starting new companies or attracting regional branches of national firms," he said. "After all, everything's in place for that kind of development."

"For example, people seem to think anything that involves flour products isn't going to go anywhere. Not so. Total food consumption figures change relatively slowly, but there are massive changes within the market. The white pan bread market is crashing now, but microwave pastries are skyrocketing."

Babcock said Kansas is ideal for serving the regional market. Its wage rates compare favorably. It has a central location and good transportation links. It has large supplies of agricultural inputs which food manufactures need.

SOURCE: The Lawrence Daily Journal-World, January 17, 1988.

KANSAS' HIGH POTENTIAL INDUSTRIES

FOOD COMMODITIES

* Animal fats and oils
* Blended flour
* Corn sweetener
* Dog and cat food
* Dressed poultry
* Fresh vegetables
* Low fat milk
* Meat (packing)
* Natural and processed cheese
* Prepared animal feed
* Sausage and prepared meats
* Soybean

CONSUMER GOODS

* Bakery foods (wheat bread, English muffins, frozen bagels, croissants, etc.)
* Cereal breakfast foods
* Cheese curls, balls, etc.
* Cookies and crackers
* Corn/tortilla chips
* Frozen baked goods (pies, cakes, rolls, etc.)
* Frozen breakfast foods (French toast, waffles, etc.)
* Frozen entrees
* Frozen pizza
* Frozen pot pies
* Ice cream snacks (cookies, sandwiches, bars, etc.)
* Meat snacks (jerky, skins, sticks, etc.)
* Pasta products
* Popcorn (regular and microwave)
* Potato skins
* Premium brand ice cream
* Snack cakes and pies
* Soft drinks
* Toaster pastries

STUDENT HANDOUT

KANSAS AGRICULTURAL EXPORTERS

ADM Arkady
Beefalo Speciality Foods, Inc.
Biehler Sales, Inc.
C & J Enterprises
Cantrall Hay Co.
Cargill Flour Milling Div
Carnation Co. Milling Div.
Cereal Food Processors
Collingwood Grain, Inc.
Deutsch Treat, Inc.
Doskocil Sausage Co.
DPM of Kansas, Inc.
Glencourt, Inc.
Great Plains Red, Inc.
Grinsted Products, Inc.
Hesser & Associates, Inc.
International Livestock
J.A. Delange Seed House
Jansonius Trade International
K.C. Masterpiece Products
Kansas Food Packers, Inc.
Kansas Livestock Association
Kendall Trading & Export, Ltd.
Key Milling Co., Inc.
La Siesta Foods, Inc.
Liberal International Sales
Lincoln Grain, Inc.
Mackey Dairy Cattle Co.
Midwest Grain Products Co.
Ohse Meat Products, Inc.
Ranch Hand Foods, Inc.
Sharp Brothers Seed Co.
Smokey Valley Bean, Inc.
Western Seed & Company
William Meat Company
Associated Milk Producers
Kansas Ass'n. of Wheat Growers
Kansas Beef Council
Kansas City Board of Trade
Kansas Corn Growers Ass'n.
Kansas Farm Bureau
Kansas Fertilizer and Chemical
Kansas Grain & Feed Dealers
Kansas Grain Sorghum Commission
Kansas Honey Producers Ass'n.
Kansas Livestock Ass'n.
Kansas Pork Producers Council
Kansas Poultry Ass'n.
Kansas Sheep Ass'n.
Kansas Soybean Ass'n.
Kansas State Grange
Mid-America Dairymen, Inc.
Dixie-Portland Flour Mills
The Pillsbury Company
Cereal Food Processors, Inc.
The Wall-Rogalsky Milling Company
Oxford Milling Company
New Breeds Industries, Inc.

* The above list is intended to be a representative sample of companies and organizations involved in agricultural exports in the state of Kansas. It is not intended to be an exhaustive list of such companies and organizations.

THE KANSAS CITY BOARD OF TRADE SELLING TO THE WORLD

The Kansas City Board of Trade was founded in 1856 in response to growing numbers of Midwesterners who needed a central market place. The KCBT is the largest cash wheat trading center and the largest hard winter wheat futures market in the world. About 6 billion bushels of wheat futures are traded yearly at the exchange. More than 100 million bushels of cash wheat move through Kansas City marketing channels each year.

FUTURES

What is a wheat future? A wheat futures contract is a promise requiring the purchase or sale and delivery of wheat at a specific price for a specific month in the future. At the KCBT the contracts are traded in a futures "pit" by open public outcry. "Most futures contracts result in delivery."

HARD RED WHEAT

Hard Red Wheat is one of five varieties grown and marketed in the United States. Of the more than 2 billion bushels of wheat grown every year in the U.S., 50 to 60 percent is hard red winter wheat. 50 to 70 percent of all U.S. wheat is exported with at least half of that the hard red winter variety. Hard wheat is the only kind of U.S. wheat that is purchased by the Soviet Union. This type of wheat is used almost exclusively in the flour of the world's bread because of its superior baking qualities and its high protein content.

FACTORS INFLUENCING WHEAT PRICES

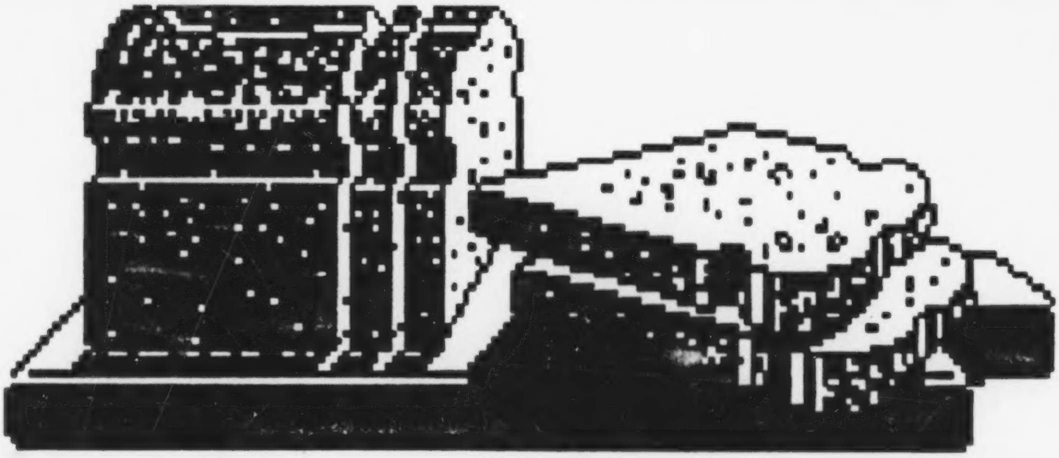
There are many factors that yearly influence wheat prices. These include:

1. domestic and foreign production
2. supplies left from last season
3. weather
4. availability of transportation and storage
5. government credit and other programs
6. worldwide economic conditions
7. international crises, such as war, floods, and famine

KANSAS CITY BOARD OF TRADE AS A CENTER FOR EXPORTS THROUGHOUT THE WORLD

"Millions of bushels of wheat and other grains move through the Kansas City Board of Trade destined for importing countries all over the world. . . Kansas City, to an increasing extent, has become a major terminal assembly point for exporters. . .all of the leading grain exporting companies maintain important offices in the Board of Trade. . . the companies with representation in Kansas City account for more than 75 percent of the total grain exports from the Gulf, the primary foreign outlet for grains originating in this territory. . .Hard winter wheat of specified protein content moves to many quality-conscious buyers in the dollar markets of Western Europe, including Britain, Holland, and Belgium."

SOURCE: The Kansas City Board of Trade. KCBT, 4800 Main Street, Kansas City, Missouri 64112



KANSAS PROVIDES BREAD FOR THE WORLD

SHOULD KANSAS EXPORT ITS FOOD TECHNOLOGY?

Kansas State University is one of the foremost U.S. institutions involved in working with developing nations. Kansas State professors are often asked to travel abroad to work with countries which are looking to increase their agricultural productivity through better technology. People from all over the world attend classes at Kansas State Baking Institute to learn better ways to process food products. However, many Kansans feel that we should not be exporting our agricultural know-how abroad to train what could be our future competitors.

1. Before you read any information, briefly state your opinion. Should Kansas export its food technology? Why or why not?

2. Informed citizens base their opinions on a variety of facts from various sources. Read the article by Melissa Cardonier, and/or other information from your teacher. Now rewrite your answer from above using the new data from the article.

U.S. AGRICULTURE IS HELPING ITSELF BY HELPING DEVELOPING COUNTRIES

by Melissa Caronier
KC Board of Trade

At a recent Kansas legislative hearing on agriculture issues, a state senator commented that he was sick and tired of state universities sending their agronomists overseas to teach developing countries how to improve their agricultural productivity.

That opinion is not uncommon in some circles, based on the assumption that, if developing countries increase farm productivity, they will cut back on grain imports from the U.S. and could even turn into competitors.

But that assumption may be inaccurate, according to analyses by the U.S. Department of Agriculture's Economic Research Service. In fact, the analyses indicate that the opposite is true; improved agricultural productivity in developing countries tends to encourage more grain importing, not less.

To explain this seeming paradox, it's necessary to understand that, in many developing countries, agriculture forms the base of the overall economy. Thus, it follows that agricultural prosperity often stimulates national prosperity.

This link is easy to see when applied to the situation in the U.S. farm belt, where individual state economies tend to rise and fall with the fortunes of their agricultural sectors. The farm depression of the 1980's has wreaked havoc with state economics heavily dependent on agriculture, resulting in reduced services, higher taxes or both, followed by eroding citizen and government purchasing power.

Whenever an economy is dependent on agriculture, improved productivity can only strengthen that economy because of the ripple effect. Productivity raises farm income, creating more spending on non-farm goods and services, raising incomes in those sectors.

In developing countries, in particular, higher incomes increase the demand for both quality and quantity of food. Historically, that demand increase begins to outpace increases in farm productivity.

Evidence of this pattern can be found in production and consumption statistics in the developing countries. In a June 1986 Situation and Outlook report, the ERS compared those statistics in the 19-year period of 1961-1963 to 1980-1982.

The comparison showed that production of food grains in developing countries increased by 80 percent during the period, as acreage grew by 28 percent and yields by 40 percent. So even though production moved higher, consumption moved higher still, creating a gap that could be filled by imports.

Statistics in the June 1987 Situation and Outlook report confirm these developments, particularly for the countries with higher incomes. By 1984, agricultural imports in those nations had increased nearly 500 percent from the 1961-1963 average, while agricultural exports were up by only about 70 percent. Even in lower-income developing countries, farm imports outpaced exports by nearly two-to-one during the period.

Many economists predict that growth markets for U.S. grain exports in the future will be the developing countries.

Although U.S. agricultural interests can do little to affect the oil and debt situations, it would appear that efforts to strengthen the agricultural sectors of developing countries are not misguided, the ERS says.

SOURCE: The Lawrence Daily Journal-World, August 1, 1987.

KANSAS IN THE WORLD

SECTION FOUR
KANSAS BUSINESS IN A WORLD MARKET

1. The World Does Business With Kansas
2. Finding Kansas Firms Involved in International Trade
3. Case Studies of International Firms Located in Kansas
    - *Binney and Smith
    - *Hallmark: Past and Present
    - *Pizza Hut
    - *Cessna
4. The Role of Kansas in U.S. Exports
5. Understanding the Effects of Currency Exchange Rates
6. Promoting Kansas
7. Running an Export Business

THE WORLD DOES BUSINESS WITH KANSAS

OVERVIEW: In addition to promoting the export of goods, services, and produce, Kansas, as do most states, encourages foreign investments to further its economic development. This lesson looks at some current foreign investments in the state. This list will change over time. Contact your local Chamber of Commerce or the International Trade Institute to keep current.

OBJECTIVES: The student will be able to:

1. identify foreign investors in Kansas.
2. describe what these investments are.
3. identify where the foreign investment companies are located.
4. assess foreign investments in Kansas in regard to the countries and products involved.

MATERIALS: Foreign Investments in Kansas handout, worksheet and review

PROCEDURE:

1. Begin with a brief discussion of foreign investments in Kansas by asking students what countries they think have invested in the state, why they have located in Kansas, and what products they produce.

2. Distribute Student Handouts and Student Worksheets and have students answer the questions.

3. After reviewing the worksheets, have the class assess the foreign investments in regard to the different types of industry involved. For example: agricultural, manufacturing or service-related products.

4. Have students locate on a map the different nations that are doing business in Kansas.

5. Locate an international firm doing business in your area. Contact the

company and see if a speaker can come to your class to help the students answer the questions on the handout, "Foreign Companies Investing in Kansas." You may want to use the business survey form letter in the lesson, "Finding Kansas Firms Involved in International Trade" when you contact the foreign firm for information.

6. Your district may want to put this list of foreign firms as well as the results of the interviews on a computer disk so that any changes in information can easily be added.

RESOURCES:

The International Trade Institute
1627 Anderson
Manhattan, Kansas 66502

STUDENT HANDOUT

FOREIGN INVESTMENTS IN KANSAS

AUSTRALIA

CLORIDE INDUSTRIAL BATTERIES – Kansas City, Kansas

Affiliate – Dunlop Olympic Batteries Operations – manufacture industrial batteries

ENERGY RESERVES GROUP, INC. – Wichita, Kansas

Affiliate – Broken Hill Proprietary Company, LTD. Operations – oil and gas exploration

AUSTRIA

AMERICAN MAPLAN CORPORATION – McPherson, Kansas

Affiliate – Maplan GmbH Operations – tooling for the plastic pipe industry

BELGIUM

AMERICAN PETROFINA – Mission, Kansas

Affiliate – Petrofina Societe Anonyme Operations – fuel service stations

CANADA

AMERICAN FRANCMASTER, INC. – Chanute, Kansas

Affiliate – Francmaster, Inc. Operations – oil well servicing

HOME PETROLEUM CORPORATION – Conway, Kansas

Affiliate – Hiram Walker Resources, LTD. Operations – underground storage facility for LP gas

KMW, INC. – Sterling, Kansas

Affiliate – KMW Products, LTD. Operations – manufacture front end loader for compact tractors

LEAVENWORTH TIMES – Leavenworth, Kansas

Affiliate – Thomson Newspapers, Inc. Operations – Newspaper publishing

DENMARK

GRINSTED PRODUCTS, INC. – Olathe, Kansas

Affiliate – A/S Synthetic Operations – manufacture food additives

FRENCH

CERTAIN-TEED CORPORATION – Kansas City, Kansas

Affiliate – Compagnie de Saint-Gobain Operations – plastic extrusions & extrusion machinery

CEVA LABORATORIES, INC. – Lenexa, Kansas

Affiliate – Sonofi S.A. Operations – manufacture vaccines

HINKLEY & SCHMITT – Kansas City, Kansas

Affiliate – Anjou International Operations – manufacture distilled water

KANSAS EMULSIONS, INC. - Dodge City & El Dorado, Kansas

Affiliate - Elf Aquitaine   Operations - manufacture emulsified asphalt

TOTAL PETROLEUM, INC. - Wichita & Arkansas City, Kansas

Affiliate - Compagnie Francaise des Petroles   Operations - petroleum refinery

ITALY

HESSTON CORPORATION - Hesston, Kansas

Affiliate - Fiat Spa   Operations - manufacture farm equipment

JAPAN

AGREX, INC. - Overland Park, Kansas

Affiliate - Mitsubishi Corporation   Operations - manufacturing

ALUMAX BUILDING PRODUCTS, INC. (DIV. AMAX) - McPherson, Kansas

Affiliate - Mitsui & Nippon (50%)   Operations - aluminum siding for mobile homes

DAIWA CRYSTAL CORPORATION - Overland Park, Kansas

Affiliate - Daiwa Shinku K.K.   Operations - sales office for liquid crystals

KYOWA MAKKO, U.S.A. - Overland Park, Kansas

Affiliate - Kyowa Hakko Kogyo Company LTD.   Operations - sales/medicine and L-Lysine food additive

THE LIETZ COMPANY - Overland Park, Kansas

Affiliate - Sokkisha Company, Ltd.   Operations - wholesale surveying instruments/equipment

TRANS-PAC DRILLING, INC. - Wichita, Kansas

Affiliate - Trans Pacific Oil Corp.   Operations - oil/gas exploration, contract drilling

UNITED INSTRUMENTS, INC. - Wichita, Kansas

Affiliate - Toyoko Aircraft Instrument Co., LTD.   Operations - manufacture aircraft instruments

CHUGAI PHARMACEUTICAL COMPANY - Wichita, Kansas

Affiliate- Chugai Seiyaku   Operations - R & D of human pharmaceuticals

NETHERLANDS

NORTH AMERICAN PHILIPS LIGHTING CORPORATION

Affiliate - N.V. Philips   Operations - manufacture fluorescent lamps

NEW ZEALAND

GLIDEPATH U.S.A., INC. - Wichita, Kansas

Affiliate - Thompson Engineering, LTD.   Operations - baggage handling and conveying equipment

UNITED KINGDOM

AIRCO INDUSTRIAL GASES - Lawrence, Kansas

Affiliate - BOC Group   Operations - manufacture industrial gasses

AIRCO WELDING PRODUCTS - Kansas City, Kansas

Affiliate - BOC Group   Operations - manufacture acetylene gas

ASTON ELECTRONICS, INC. - Olathe, Kansas

Affiliate - Aston Electronics Designs, Ltd. Operations - sales/service character generators

CENTURY-HULBURT, INC. - Kansas City, Kansas

Affiliate - Century Oils Group Operations - manufacture lubricating oils and greases

COOPERS ANIMAL HEALTH, INC. - Kansas City, Kansas

Affiliate - Wellcome Foundation (51%) Imperial Chemical Industries (49%)

Operations - manufacture animal health medicines

W.S. DICKEY CLAY MANUFACTURING, INC. - Pittsburg, Kansas

Affiliate - Hepworth Ceramics Holdings PLC Operations - manufacture structural clay products

J.W. ENTERPRISES, INC. - Wichita, Kansas

Affiliate - Johnson Group Cleaners Operations - dry cleaning, apparel rental

KANSAS REFINED HELIUM COMPANY - Otis, Kansas

Affiliated - BOC Group Operations - helium refining

LISTER DIESELS, INC. - Olathe, Kansas

Affiliate - Hawker Siddeley Group Operations - manufacture and sell diesel engines

PARMELEE INDUSTRIES, INC. - Ottawa, Kansas

Affiliate - Parmelee, Ltd. Operations - manufacture frames and opthalmic goods

PENNINE RESOURCES, INC. - Chanute, Kansas

Affiliate - Pennine Resources PLC Operations - oil and gas exploration, real estate

PLESSEY AERO PRECISION CORPORATION - Wellington, Kansas

Affiliate - Plessey Company PLC Operations - manufacture structural aircraft parts

SIMON JOHNSON, INC. - Kansas City, Kansas

Affiliate - Simon Food Engineers, LTD. Operations - manufacture food processing machinery

THOMPSON-HAYWARD CHEMICAL COMPANY, INC. - Kansas City, Kansas

Affiliate - Harrisons and Crosfield Operations - distribution/manufacture of industrial chemicals

TYZACK CORPORATION - Topeka, Kansas

Affiliate - Tyzack Sons and Turner PTC Operations - wholesale steel products

VETERINARY MEDICINE PUBLISHING COMPANY, INC. - Kansas City, Kansas

Affiliate - Thomson International, LTD. Operations - publishing of periodicals and books

VITALOGRAPH MEDICAL INSTRUMENTATION, LTD. - Lenexa, Kansas

Affiliate - Vitalograph, LTD. Operations - sales and distribution of medical equipment

WEST GERMANY

ALDI FOODS, INC. - Olathe, Kansas

Affiliate - Nolte GmbH Operations - midwest regional grocery distribution center

AMERICAN MAPLAN CORPORATION - McPherson, Kansas

Affiliate - private Austrian and German investors Operations - manufacture plastics machinery

BAYVET - Shawnee, Kansas

Affiliate - Bayer AG Operations - manufacture animal health products

BOOGAART SUPPLY, INC. - Concordia, Kansas
Affiliate - Franz Haniel & Cie. GmbH Operations - grocery warehouse and distribution center
THE CLOROX COMPANY - Kansas City, Kansas
Affiliate - Henkel KGaA Operations - manufacture pet care products
DEUTZ-ALLIS CORPORATION - Topeka, Kansas
Affiliate - Kloeckner-Humboldt-Deutz AG Operations - manufacture agricultural equipment
W.R. GRACE & COMPANY, INC. - Wichita, Kansas
Affiliate - Flick Gruppe Operations - sales of agricultural fertilizer
SHEPLERS, INC. - Wichita, Kansas
Affiliate - W.R. Grace - Flick Operations - sales of western wear
KRAUSS-MAFFEI CORPORATION - Wichita, Kansas
Affiliate - Messerschmitt-Boelkow-Blohm
Operations - assembly, sales & service of plastic extrusion equipment, centrifuges, filters, & dryers
LEHIGH PORTLAND CEMENT - Independence, Kansas
Affiliate - Heidelberger Zement AG Operations - sales and manufacture of Portland Cement
SIEMENS MEDICAL SYSTEMS, INC. - Lenexa, Kansas
Affiliate - Siemens AG Operations - wholesale medical equipment
W & D MACHINERY COMPANY, INC. - Overland Park, Kansas
Affiliate - Winkler and Duennebier Operations - manufacture envelope machinery

FOREIGN INVESTMENTS IN KANSAS

1. What country is most heavily invested in Kansas?

2. Name 5 companies with foreign investments in Wichita.

3. Who is the foreign affiliate of the Hesston Corporation, Hesston, Kansas?

   What country is the affiliate from?

   What is manufactured?

4. Name four different countries with foreign investments in McPherson, Kansas.

5. Name 5 different operations of foreign investments in Overland Park.

6. What is manufactured in Wellington?

7. How many different companies have foreign investments in Kansas City, KS?

8. What company has foreign investments in Pittsburg?

   What do they manufacture?

9. What company has foreign investments from Denmark?

   Where is it located? What does it manufacture?

10. What affiliate does the Clorox Company have?

    What do they manufacture? Where?

FOREIGN INVESTMENTS IN KANSAS

MATCHING QUIZ

______ 1. Agrex, Inc.
______ 2. Airco Welding Products
______ 3. American Maplan Corp.
______ 4. American Petrofina
______ 5. Boogaart Supply, Inc.
______ 6. Ceva Laboratories, Inc.
______ 7. Chloride Industrial Batteries
______ 8. Deutz Allis Corp.
______ 9. Hesston Corp.
_____ 10. Leavenworth Times
_____ 11. Pennine Resources, Inc.
_____ 12. Sheplers, Inc.
_____ 13. Simon Johnson
_____ 14. Total Petroleum, Inc.
_____ 15. United Instruments, Inc.

a. manufacture industrial batteries
b. fuel service stations
c. newspaper publishing
d. manufacture vaccines
e. petroleum refining
f. grain merchandising
g. manufacture acetylene gas
h. oil, gas exploration
i. manufacture food processing machine
j. grocery warehouse & distribution
k. manufacture agricultural equipment
l. manufacture plastics machinery
m. sales of western wear
n. manufacturing farm equipment
o. oil & gas exploration, contact drilling

FOREIGN COMPANIES INVESTING IN KANSAS

NAME OF COMPANY: ____________________
COMPANY'S NATIONAL ORIGIN: ____________________
NUMBER OF EMPLOYEES: ____________________
NATIONALITY OF EMPLOYEES: ____________________

* When and where did you first learn about the benefits of investing in Kansas?

* What specific factors influenced your decision to locate in Kansas?

* Describe your company's product(s).

* Is your product made entirely in Kansas or do you import components from your home country? What percentage of you final product is made in Kansas? ____________ Made in your home country? ____________ Imported from other nations? ____________

* Where are your products sold? (In Kansas, the U.S., or overseas)

* What do you suggest students at our school should study to prepare for work in a multinational firm?

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KANSAS IN THE WORLD

FINDING KANSAS FIRMS INVOLVED IN INTERNATIONAL TRADE

OVERVIEW: This activity was created to boost student awareness of the extensive connections between Kansas and the global economic system. Because firms are becoming increasingly more international, activities such as exporting, importing, technology licensing, and manufacturing goods abroad have grown. International trade in services, such as engineering and business consulting, transportation, and others are also important to our state's economy.

Recent census results indicated that a total of 829 Kansas companies are engaged in some type of international trade. These include:

692	exporters of products
44	exporters of services
158	product importers
7	service importers
163	importers of component parts
35	licensers
14	licensees
8	firms using countertrade
36	firms with overseas manufacturing operations

Students, in this lesson, will have the opportunity to investigate specific Kansas companies that export and their international ties.

OBJECTIVES: The students will be able to:

1. describe the effects of international trade on companies in their locale.
2. describe the effects of international companies on their locale.
3. identify the countries involved in trade with Kansas firms.
4. list the major products exported abroad by Kansas firms.
5. develop case studies of international firms using the examples as models.

MATERIALS: International Trade Directories; Student Handout;
Access to the local Chamber of Commerce

PROCEDURE:

1. Give class members a copy of the student handout and assist them in locating Kansas export companies to research, as well as preparing the cover letter and survey.

2. Have students prepare case studies on the business they choose to research. There are examples of case studies following this lesson.

3. After your class has gathered information, have the class compile the data into information charts, tables, graphs, and visuals (posters, bulletin boards, or transparencies) so it is available to the entire class. On a world map, indicate where the corporations trade in the world. On the map, pictures may be used to indicate the products traded. Another map might be drawn to indicate the methods and routes of transportation that would be used to get the products from Kansas to other parts of the world where they are sold.

4. After compiling the information, the following are some possible discussion questions:

   a. Why is this Kansas corporation able or willing to sell its products to other countries?
   b. Why do you think this company involved in international trade choose to locate in our state or locale? Was it a multinational company before locating here or after?
   c. What problems has the company faced because of its international involvement?
   d. How has our community or locale been affected by the activities of this company?
   e. How are the people and countries who receive these products affected by this international trade?

RESOURCES:

International Trade Institute
Kansas State University
Manhattan, Kansas 66502

IDENTIFYING BUSINESS FIRMS IN KANSAS WHICH ARE INVOLVED IN INTERNATIONAL TRADE

This activity has been devised to have you investigate a Kansas company which is currently involved in foreign trade. In order to locate a company in your area, you should consult International Trade Directories from your Chamber of Commerce. Once you have determined a company to research, send out a cover letter, explaining that this is a class project, and the prepared survey. Your letter should be sent to the attention of the International Marketing Department. The following is an example of a letter you might want to use or you can compose your own. Make sure you use the traditional business letter format.

Date

Company
Address
Attention: International Marketing Department

Dear Department Officer:

This questionnaire is part of a global interpendence unit called KANSAS IN THE WORLD that I am currently studying in our social studies class at ______________________________ school to help determine the links between Kansas and foreign markets. Once the surveys are returned, my class will compile the results and interpret the data to help better understand how Kansas and the world are interdependent. I would sincerely appreciate it if you would take time to answer these few questions and return this survey to me. If you have any printed material on your company, its objectives and/or history, I would appreciate a copy of this. Thank you so much for your time and effort.

Very sincerely yours,

Student Name
School Name
Address

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INTERNATIONAL COMPANY SURVEY FOR "KANSAS IN THE WORLD" STUDIES

NAME OF COMPANY: ______________________________
NUMBER OF COMPANY EMPLOYEES: ______________________________
MAJOR TYPE OF GOODS OR SERVICES PRODUCED: ______________________________
____

Does your company produce products to be sold on the international market?

If so, primarily in what countries or regions of the world?

Does your company rely on imports to produce its products?

If so, what areas or regions do these products come from?

Is any manufacturing done outside of the U.S.? If so, where?

Do you have any offices abroad? If so, where?

Where are your corporate headquarters?

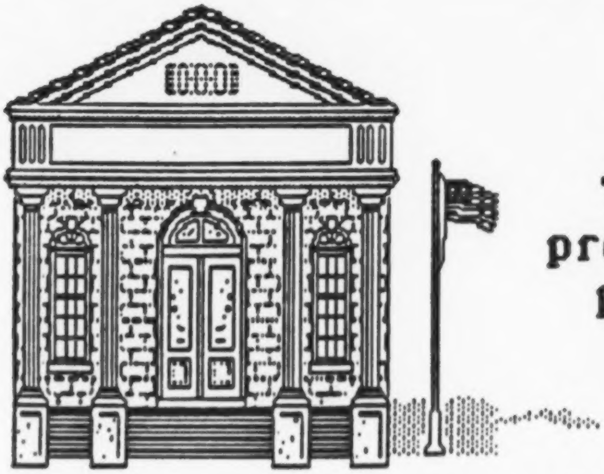
Approximately what percentage of your profits come from foreign revenues?

Why did your company, choose to locate in Kansas? Was it a multinational company before locating here or after?

How has your community or locale been affected by the activities of your company?

What do you feel students at our school should study to prepare for doing business in a global economy?

Is there a specific person at your company who could be contacted if additional information were needed?



Thanks for helping provide meaningful and practical education for our youth!

KANSAS IN THE WORLD

CASE STUDIES OF INTERNATIONAL FIRMS LOCATED IN KANSAS

The following case studies focus on businesses in Kansas with international connections. These companies are mostly large international firms with headquarters or major plants in Kansas. These case studies are very brief and general in nature and are in no way meant to be totally representative or comprehensive. They do, however, illustrate the diversity of Kansas companies and their importance in a global economy. Teachers may wish to use some or all of the examples, or they may wish to develop their own case studies based on local companies that are involved in world trade.

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A LOOK AT BINNEY & SMITH

BINNEY & SMITH IN KANSAS

Binney & Smith expanded and opened a new facility in 1951 in Winfield, Kansas. In 1966, it began to manufacture various Liquitex products which included acrylic paints. Developed in 1955 by Henry Levison, Liquitex opened the door to a wide new world of painting for contemporary artists. Liquitex acrylics were the first new proven advance since the introduction of oil paints centuries ago, offering the artist many advantages over the traditional media. Unlike oils, which can take weeks, and even months to dry, acrylics dry in a matter of minutes and provide artists with greater permanence than oils, not to mention its versatility. According to Binney & Smith, Liquitex is used around the world. Even the entrance to the Great Wall of China is painted with Liquitex acrylics made in Winfield!

Since 1979, production facilities for all of the Liquitex line were moved to Winfield. The Winfield plant also produces Crayola crayons. They employ around 250 people in Winfield.

BINNEY & SMITH: A GLOBAL COMPANY

Binney & Smith became the sole owner of Canada Crayon, Co., Ltd, Lindsay, Ontario, in 1958, the same year it became sole owner of Cosmic Crayon, Ltd., Bedford, England, and renamed it Binney & Smith (Europe). They relocated the Delta brush manufacturing plant from Puerto Rico to the Dominican Republic in 1970. In 1975 Binney & Smith (Mexico), S.A., established a joint venture with manufacturing facilities located in Pastaje, Mexico. A private distributorship in Australia was purchased in 1980 to form Binney & Smith Intl., Ltd., to market and distribute finished Crayola products. Hallmark Cards, Inc., of Kansas City, Missouri, is a privately-owned corporation acquired Binney & Smith in 1984 as a wholly-owned subsidiary.

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Today Binney & Smith maintains manufacturing facilities in the U.S., Canada, England, Mexico and the Dominican Republic. They are also listed on the New York Stock Exchange. Crayola crayons are currently sold in more than 60 countries from the island of Iceland to the tiny Central American nation of Belize.

BINNEY & SMITH: A BRIEF HISTORY

In 1864, Joseph W. Binney, an Englishman, started producing charcoal and lampblack at his Peekskill Chemical Works in Peekskill, N.Y. Joseph's son, Edwin Binney, and nephew, C. Harold Smith, formed a partnership of Binney & Smith in 1885 and began manufacturing such byproducts from the charcoal and lampblack business as shoe polish, printing ink and black crayons.

Edwin Binney purchased an old water-powered stone mill along Bushkill Creek, near Easton, Pa. Reactivated, the mill ground local scrap slate pencil used extensively in the schools. This entrance into the school supply business led Binney & Smith into the development of a white low-dust blackboard chalk, which was awarded a Gold Medal for excellence at the 1902 St. Louis Exposition.

While selling chalks and pencils to schools, Binney & Smith salesmen found that the crayons children were using were of poor quality. Experimental work began at the lab in 1903, which soon produced a quality wax crayon, with vibrant color available at an affordable price. Named by Mrs. Edwin Binney, a school teacher, they have become the most recognized crayons used by children world-wide. The term Crayola was coined by joining the word "craie" and "ola", "craie" from the French word meaning stick of color, and "ola" meaning oil, since crayons are made of pigment and wax, an oil derivative.

By the middle of this century, Binney & Smith's commitment to art education included the production of tempera, finger and water color paints, modeling clay, paste, glue, and a variety of crayons and chalks. To assist teachers and promote proper use, the company established an Art Workshop program with consultants working directly in the schools.

Today the company has extended its Crayola Products Division to include art kits, play centers, and other coloring activity products. The Art Materials Divisions produce Liquitex acrylic paints, oils and water colors in addition to brushes.

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STUDENT HANDOUT

HALLMARK: PAST AND PRESENT

On January 10, 1910, Nebraska teenager Joyce Hall stepped off a train in Kansas City, Missouri. Inside his suitcase were two shoeboxes of picture postcards, and inside his head was a plan for distributing them. The business he began from his room at the YMCA has since grown into Hallmark Cards, a $1.5 billion company and the leader of the greeting card industry.

At times, Hallmark has been credited with inventing greeting cards. Not true. The first commercially printed Christmas Card was created in 1843 in England. It showed adults at a family party raising wine glasses in a toast and bore the now classic greeting, "A Merry Christmas and a Happy New Year to You."

But more than any other person, Joyce Hall was the architect of the greeting card industry. He transformed a fad for sending picture postcards into a social custom that shows no sign of subsiding.

Such industry innovations as open display fixtures (cards were previously kept in drawers), the card shop concept, computerized reordering and wide-scale advertising were the result of Hallmark ingenuity.

That ingenuity has endured more than 75 years of expansion, innovation and change, with a continued emphasis on quality.

"In 1944," said Hall in his autobiography, "we adapted our slogan to read: 'When You Care Enough to Send the Very Best.' While we thought we had only established a good advertising slogan, we soon found out we had made a business commitment as well."

In the early 1950's, Hallmark opened its first card shop. Today, there are specialty shops for everything from gourmet cookware to designer children's clothes. But in the 1950's, cards were sold only in department and drug stores. No one had ever conceived of a store that just sold greeting cards.

Today, there are more than 20,000 Hallmark retail outlets worldwide, including independently-owned Hallmark card and specialty shops, department

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and drug stores, and college bookstores and military bases. Hallmark also markets another brand, Ambassador, which sells its products in 15,000 department outlets -- mostly supermarkets, mass merchandising stores and discount chain stores.

The card shop concept was not Hallmark's first revolutionary idea for selling cards.

Until 1936, when Hallmark developed and patented new, attractive display fixtures for greeting cards, stores displayed greeting cards by placing them in cardboard boxes on top of a showcase. (Other stores kept their cards in drawers, requiring customers to ask to see them.)

The fixtures Hallmark invented featured rows of shelves at eye level that varied in slant from bottom to top and held cards at a natural reading angle. Lights were built into the fixtures to make reading easier.

Retailers learned that the fixtures doubled to tripled their greeting card sales, and by 1939, the fixtures were selling themselves.

It's been more than 50 years since Hallmark introduced fixtures displays in retail stores. But the company's commitment to enhancing retailers' success lives on. For example:

* Ninety-nine out of 100 people in America recognize the Hallmark name and products. Americans have ranked the company slogan -- "When You Care Enough to Send the Very Best" -- the most truthful corporate slogan in the nation. And consumers prefer Hallmark quality twenty-to-one over other greeting card brands.

* Thanks to sophisticated computer systems, Hallmark shipments to retailers are consistently quick and accurate. Hallmark has two distribution centers. One in Libery, Missouri, is the largest fully-automated distribution center in the world and covers 1.8 million square feet -- more than the Pentagon, the Taj Mahal and the Roman Colosseum put together. The other, in Enfield, Connecticut, covers 1.7 million square feet and could hold three Great Pyramids and have room left over for the Sphinx.

Every day, Hallmark manufactures 11 million greeting cards and 1.5 million related products, such as costume accessories, decorated mugs, plush toys, and

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partyware.

Every year Hallmark publishes more than 15,000 messages and 20,300 new designs for their cards. They employ 700 artists, designers, stylists, photographers, writers and editors. To keep up with new trends Hallmark sends artists and writers on research trips as far away as Paris or as near as the corner movie theatre.

Kansas has five Hallmark production plants and many retail outlets. Each plant produces different product lines which are sent to distribution centers for domestic and foreign distribution. The Lawrence plant, for example, produces puzzles, ribbons, and greeting cards, and the Topeka plant produces cards, calendars, envelopes and stationery. The two Leavenworth plants produce candles and writing materials, and the Osage City plant produces party goods.

A true global outlook guided Hallmark International through the complex world marketplace in 1982.

The International Division dealt with the cultural needs, communication requirements, wholesaling techniques and retailing methods of more than 100 countries in which Hallmark cards are distributed in 11 different languages - Dutch, French, German, Flemish, Spanish, Portuguese, Italian, Japanese, Afrikaans, Chinese, and Arabic.

In addition to its 3,500 full-time employees abroad, Hallmark International benefited from the efforts and services of 1,000 persons who work exclusively for its licensees or distributors in the production, distribution and marketing of Hallmark products overseas.

Wholly-owned subsidiaries and branches are located in Canada, England, Scotland, Ireland, Australia, New Zealand, Germany and France.

Licensee agreements are in effect in Brazil, Venezuela, Trinidad, Japan, the Philippines, Italy, the Netherlands and South Africa.

Sales agents, or distributors and the division's own sales force represent Hallmark in many other countries.

Whatever the relationship, Hallmark International was challenged by holidays, customs and special occasions throughout the world that differ

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substantially from those in the United States. A few examples:

- In Japan, the eldest son never sends greetings to a younger member of the family, yet it is entirely proper for a younger family member to send a greeting card to an older one.

- In France, May Day far surpasses Valentine's Day in the sale of social expression products and more New Year's greetings are exchanged than Christmas cards. What's more, bells and wreaths are never found on greeting cards at Christmas time: bells connote mental instability and wreaths are deemed appropriate only for funerals and sympathy cards.

- German people share the no-wreath Christmas card custom with their French counterparts. Additionally, Easter in Germany is far more popular than Mother's Day and Valentine's Day.

Despite the differences from country to country, a long thread of similarity was woven through the International Division's worldwide operation: parents, children, family and friends still exchanged expressions and sentiments of love and caring. People still married, had anniversaries, observed birthdays, celebrated holidays and expressed sympathy. The need to communicate these feelings was strong, growing and increasingly dependent on the greeting card custom.

The International Division's business grew with that need and will continue to grow, because many more countries now are embracing the custom of exchanging cards and gifts, and using disposable products and wrapping papers.

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PIZZA HUT

Pizza Hut is the largest pizza restaurant system in the world. Every year more than eight million people visit some 4,600 locations in the United States and 33 foreign countries. The Pizza Hut system, which currently employs more than 90,000 people in both franchise and company operations throughout the world, is headquartered in Wichita, Kansas, the same city where the company had its modest beginnings in 1958.

Pizza was originally an Italian dish. According to the dictionary, it is "a bread-like crust covered with a spiced preparation of tomatoes and cheese that is baked." The first pizza restaurants appeared in the United States during the 1930's. By November of 1957, the Saturday Evening Post reported that a pizza craze was sweeping the nation with more than 18,000 pizzerias each selling between 200 and 100 pizzas each week.

In Wichita, two young college students opened the first Pizza Hut Restaurant on June 15, 1958. Brothers Frank and Dan Carney had been approached by the owner of a small building at the corner of Bluff and Kellogg. She wanted a nice neighborhood business to locate there, and had read the Post's article about pizza. The Carneys borrowed $500 from their mother, located John Bender, an airman from McConnell Air Force Base who had worked as a pizza cook, purchased some secondhand equipment and were ready to open for business. The first night, they gave away pizza to interest potential customers.

Many people ask how Pizza Hut got its name. When the Carneys were setting up their first restaurant, the building had a sign with room for just nine characters. They wanted to use "Pizza" in the name, which left room for a word with only three letters. A family member suggested that the building looked like a hut -- and Pizza Hut was born.

The tiny restaurant became an almost overnight success. By December, the brothers had opened a second Pizza Hut restaurant and number three followed in February, 1959.

No one could have predicted the enormous success that Pizza Hut would have. After all, Dan Carney was only 25 when the first restaurant opened and was

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working on his master's degree in business administration at Wichita State University. Frank, a 19-year-old student at WSU, was planning a career in electrical engineering. Yet within a year, they were operating three Pizza Hut restaurants in Wichita and had plans for opening the first franchise restaurants in Topeka, Kansas. By 1964, there were 43 Pizza Hut restaurants and the number grew to 300 by 1968.

By 1971, Pizza Hut had grown to be the largest pizza restaurant chain in the world, both in sales and number of restaurants. The basic freestanding design of the Pizza Hut restaurants was adopted in 1965 and the red roof became standard in 1969. That was the same year that the company issued a general public stock offering and Dan became board chairman with Frank moving to company president.

From the beginning, the franchise holders were equal partners in the success of the system. Today approximately one-half of the Pizza Hut restaurants are owned by franchisees and the other half are operated by Pizza Hut, Inc.

The International Pizza Hut Franchise Holders Association (IPHFHA) was organized in 1968. IPHFHA is an independent organization of franchisees which participates in the purchase of national advertising and provides the other services for franchisees.

"International" also is a good word to describe the Pizza Hut system whose restaurants have successfully operated throughout the world. The first international restaurant was opened in Canada in 1968. New markets developed rapidly: Mexico in 1969, Australia in 1970, Costa Rica in 1972, Japan and England in 1973, the Netherlands, New Zealand and Guatemala in 1974. By the end of 1984, there were 450 Pizza Hut restaurants in 33 foreign countries.

In 1977, Pizza Hut stockholders overwhelmingly approved a merger with PepsiCo., Inc. The same year Pizza Hut, Inc., moved into its new $10 million office building in East Wichita. Since then, expanded research and development activities, more sophisticated marketing techniques, a system-wide standard of operations and a new system of personnel management and development have helped the Pizza Hut system become even stronger.

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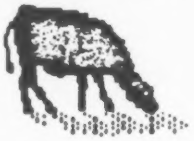
PIZZA HUT TODAY

There has been a revolution in the eating habits of the American consumer over the past 20 years. In 1965, of every $5 spent for food, only $1 was spent for food eaten away from home. Today, almost 40% of the U.S. food dollar is spent for food eaten outside the home. This change in eating habits has helped fuel the growth of the Pizza Hut system.

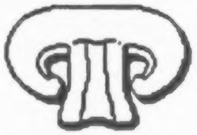
In 1985, Americans consumed eight pounds of pizza per person at home, in schools and sporting arenas and in the more than 35,000 restaurants that serve pizza. Pizza restaurants now make up 9.9% of all restaurants in the United States, compared with 8.7% for hamburger restaurants. The Pizza Hut system, with its more than 4,600 restaurants, served up a hefty chunk of those pizzas -- approximately 265 million.

Why has Pizza Hut become so popular? There are several reasons, of course, but one is the quality of the products served. Pizza Hut products are prepared fresh daily. The standard of operation adopted by both the company and franchise restaurants help ensure that customers get the same top-quality products at any Pizza Hut restaurant.

Particular attention is paid to all food ingredients. Pizza Hut uses only 100 percent natural mozzarella cheese, and in fact is the world's largest purchaser of mozzarella cheese. Over 125 million pounds are purchased by the Pizza Hut chain each year. To produce one year's worth of cheese for Pizza Hut restaurants requires 1,250,000,000 pounds of milk -- the output of 124,900 cows.



Indeed, the amount of ingredients purchased each year for Pizza Hut restaurants is staggering. Pizza Hut, the largest purchaser of mushrooms, annually buys 20.8 million pounds of them. The system also uses 82 million pounds of meat toppings, 210 million pounds of flour, and last, but certainly not least, 130 thousand cases of black olives.



PepsiCo Food Systems (PFS) and Franchise Services, Inc. (FSI), along with J&G Products, a division of FSI, meet most of the manufacturing and supply needs of the system.

These PepsiCo subsidiaries provide purchasing, warehousing and distribution services to the Pizza Hut system. They offer a complete line of food supplies, paper products, equipment, smallwares, and at some locations fresh produce, for Pizza Hut restaurants. Their trucks make regular deliveries to each restaurant. They have 15 distribution centers in the United States.

J&G Products manufactures many of the items which are distinctive to the Pizza Hut system. Located in Wichita, the company annually uses over 7 million pounds of raw spices, 1 million pounds of paper, 600,000 pounds of cloth and vinyl, and 3.6 million square feet of wood in making its products.

Thus, it is a tremendous undertaking to provide the behind-the-scenes support for all of the Pizza Hut restaurants.

International volumes have been very encouraging particularly in the newer, larger restaurants. Many of these units are operating in excess of $1 million in annual sales. The first Pizza Hut restaurant built in Hong Kong, which opened in 1982, recorded the highest sales in the history of Pizza Hut -- over $2 million -- during its first year of operation.

Today, more than 450 Pizza Hut restaurants are operating in 33 countries around the world: Argentina, Australia, the Bahamas, Belgium, Canada, Costa Rica, Ecuador, Guam, Germany, Guatemala, Hong Kong, Indonesia, Japan, Korea, Kuwait, Malaysia, Mexico, the Netherlands, the Netherlands Antilles, New Zealand, Panama, Peru, the Philippines, Puerto Rico, Singapore, South Africa, Spain, Thailand, the United Arab Emirates, The United Kingdom, Venezuela, and the Virgin Islands. At the current rate of development, there will be over 1,000 international Pizza Hut restaurants at the end of the decade.

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PIZZA HUT STATISTICS

COMPANY

- OVER 8 MILLION PEOPLE VISIT PER YEAR
- BIGGEST PIZZA RESTAURANT SYSTEM
- OVER 4,600 LOCATIONS
- 265 MILLION PIZZAS MADE AND SOLD
- WORLD'S LARGEST PURCHASER OF MOZZARELLA (125 MILLION POUNDS PER YEAR)
- WORLD'S LARGEST PURCHASER OF MUSHROOMS (20.8 MILLION POUNDS PER YEAR)

INTERNATIONAL

- MANAGED BY PEPSICO FOOD SERVICE INTERNATIONAL
- MORE THAN 100 LOCATIONS BEING BUILT PER YEAR
- OVERSEAS MARKETS, JOINT VENTURE AND FRANCHISE RELATIONSHIPS
- OVER $1 MILLION ANNUAL SALES PER LOCATION
- FIRST FOREIGN-BASED PIZZA HUT WAS HONG KONG IN 1982, WITH THE HIGHEST PIZZA HUT SALES EVER - $2 MILLION THE FIRST YEAR
- OVER 450 PIZZA HUT INTERNATIONALS
- 33 COUNTRIES
- CURRENT DEVELOPMENT RATE: OVER 1,000 BY 1990

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THE CESSNA AIRCRAFT COMPANY

Cessna Aircraft Company is the largest general aviation company in the world.

Since its founding in 1927, the company has delivered more than 176,500 aircraft, including 24,000 twin-engine airplanes, 2,000 military jets and more than 1,450 Citations, the jet airplane which introduced a new era to business travel.

Today, more than half of the aircraft flying in the free world are Cessnas, and several Citations have been delivered to the People's Republic of China, the first business jets sold in that country.

Cessna is also the only general aviation company which owns its own finance subsidiary, Cessna Finance Corporation (CFC). CFC, one of the largest finance subsidiaries in the nation, has underwritten financing for more than 125,000 aircraft valued at more than $5.4 billion.

The company's Fluid Power Division in Hutchinson, Kansas, which includes a facility in Glenrothes, Scotland, produces hydraulic components and systems for agricultural, construction and industrial equipment.

In 1967, Cessna launched a new era in business aviation when it announced plans to introduce the Citation, a business jet that was much quieter, simpler, much more capable of operating safely in and out of short fields, substantially more fuel-efficient and much less expensive to own and operate than any other business jet either on the market or drawing board.

Five years later, in 1972, Cessna delivered the first Citation and in 1976 dramatically increased its leadership role by announcing three new business jets: the improved Citation I; the larger, higher-performing Citation II; and the Citation III.

The Citation II quickly became the best-selling business jet in the world, and in 1984 was replaced by the significantly improved Citation S/II. The Citation III is the first all-new business jet designed and produced in the United States since the original Citation in 1972. More than 125 Citation III's have entered service since deliveries of the $5.775 million aircraft began in 1983. And in response to popular demand, the Citation II returned to the Cessna product line in 1987.

The T-47 derivative of the Citation S/II is in service as a flight officer training aircraft with the U.S. Navy at Pensacola, Florida.

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In 1985, Cessna began deliveries of the new Caravan I, a single-engine turboprop utility aircraft that can carry large cargo loads of up to 14 people. A specially designed version of the Caravan I is in service with Federal Express and 110 have been ordered by the overnight delivery pioneer. Federal Express also holds an option for 90 additional Caravan I's.

Cessna is the leader in pilot training through its worldwide network of Cessna Pilot Centers, where more than 400,000 pilots have learned to fly since the concept was introduced 16 years ago. The Cessna Pilot Center flight training system is in use in 40 countries around the world, including most western European countries.

Cessna Aircraft Company, which is a subsidiary of General Dynamics Corporation, is headquartered in Wichita, Kansas, where all its domestic aircraft manufacturing facilities are located. The McCauley Accessory Division is located in Vandalia, Ohio. Cessna also assembles aircraft in France at its Reims Aviation associate in Reims.

The company's employment worldwide currently stands at about 5,000.

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KANSAS IN
THE WORLD

THE ROLE OF KANSAS IN U.S. EXPORTS

OVERVIEW: Kansas, like other states, is interested in promoting economic development in order to increase its wealth. One way to expand Kansas markets is to increase the number of products exported abroad by Kansas businesses. This activity will look at what has occurred in Kansas since the 1986 Kansas Economic Development Study. Students will also find out what types of businesses are engaged in exporting abroad, what kinds of products are shipped overseas, and to what countries.

OBJECTIVES: The students will be able to:

1. describe how Kansas can add to the state's economic wealth by increasing its exports.
2. list the characteristics of a Kansas exporter.
3. identify the overseas countries involved in trade with Kansas businesses.
4. list the major products exported by Kansas firms.

MATERIALS: Kansas Exporters Profile
The Role of Kansas in U.S. Exports

PROCEDURE:

1. Preview the Kansas Economic Development Study and the legislation that passed the Kansas Legislature in 1986. This information can be found in the lesson entitled "The Kansas Economy: Preparing for the 21st Century."

2. Pass out the abridged Kansas Business Review article for advanced students, summarize, or make into a worksheet, and ask students the following:

   - * What role do exports play in promoting economic development in Kansas?

   - * Give an example of how a Japanese firm could benefit by setting up a food processing plant in Kansas.

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- How have technological advances in transportation resulted in Kansas having a disadvantage in terms of its location?

- Is Kansas able to compete with the rest of the world in terms of labor-intensive industries?

- In what areas does Kansas possess an advantage in terms of attracting business investment? (Ex: land-intensive production and specialized machinery)

- The study states that the focus for future export growth should be on exporting high-volume products and on increasing the value-added to products before they are exported. Explain what this statement means. Why does the study point to Asia as a future for Kansas exports?

Looking at the table listing the types of products exported by Kansas firms, students should note the number of firms involved in exporting machinery vs. agriculture.

3. Pass out and discuss the Kansas Exporters Profile handout. Ask students to list the top three nations that trade with Kansas. Compare their answers with the table.

4. Discuss the fact that the average exporters in Kansas are small businesses who usually do not have the resources to locate and expand into new international markets without some form of state/federal aid. Have students talk to a Kansas exporter to discuss this problem. What role do they feel government (state, and/or federal) should play to assist them in promoting Kansas exports? Remind the students of the types of programs already existing in Kansas to help Kansas businesses export. See the lesson with the Kansas Economic Development Study.

RESOURCE:

Kansas Business Review
Vol. 12, No. 3
Spring 1989
The Institute for Public Policy and Business Research
607 Blake Hall
Lawrence, Kansas 66045-2960

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KANSAS EXPORTERS PROFILE

*Exporting firms in Kansas are small, 73% have fewer than 100 employees.

*Average Kansas export firms export only 13.4% of their total production.

*Most Kansas exporters trade with the following countries:

CANADA	23%
JAPAN	9%
AUSTRALIA	8%
MEXICO	6%
ENGLAND	5%
WEST GERMANY	5%
FRANCE	4%
TAIWAN	2%
SOUTH KOREA	.7%

*54.7% of Kansas exporters see expansion in the future.

*Only 39% of Kansas exporters have attended an overseas trade fair.

*66% of Kansas exporters would attend trade fairs if their expenses were paid.

WHAT DO KANSAS FIRMS EXPORT?

TYPE OF PRODUCT	# OF KANSAS FIRMS
Machinery	281
Fabricated Metal Products	143
Printing/Publishing	100
Food Products	83
Electronic Equipment	79
Transportation Products	75
Chemicals	72
Rubber and Plastics	71
Instruments	50
Miscellaneous	45

Source: Kansas Department of Commerce, Trade Development Division, Kansas Manufacturing Firms in Export 1988-89 (Topeka, Kansas: Kansas Department of Commerce, 1989)

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THE ROLE OF KANSAS IN U.S. EXPORTS

This article is adapted from a work by Liang-Shing Fan. Dr. Fan is a professor of economics at Colorado State University. This paper was the result of a summer appointment at the Institute for Public Policy and Business Research at the University of Kansas during 1988.

Economic development can be promoted in many different ways. In general, however, a state can increase its wealth by increasing its exports, by producing import substitution goods, or by attracting foreign investments. This paper focuses on how Kansas can increase exports and foreign investment.

Several measures for promoting exports and attracting foreign firms to Kansas were recommended in the 1986 *Kansas Economic Development Study* by Anthony Redwood and Charles Krider. The study recommended that export assistance programs be created to aid small and medium-sized firms, that an international trade division be established in the Kansas Department of Commerce, and that increased efforts be made to attract foreign firms to Kansas.

The 1986 Kansas Legislature did establish the Division of Trade Development within the Kansas Department of Commerce and a foreign trade office in Europe and Japan. This year the legislature passed a bill establishing an export finance assistance program, but much more could be done to implement these recommendations.

Facts reported in the study suggest several more specific strategies for promoting exports and foreign investment. For example, the study reported that Kansas was one of only ten states that had no Japanese firms in 1986. Clearly the Japanese are interested in investing in the United States, so attracting them to Kansas is a matter of finding what the state can offer.

There are several indications that Japanese firms could benefit by processing food in Kansas for Japanese markets. One of the bigger Japanese producers of soy sauce, the Kikkoman Corporation, has been located in Wisconsin for many years. Already Japan is a major importer of Kansas grains and has been over the past few decades. If Japanese firms were to process grains in Kansas, they would enjoy ample supplies of raw material, cheaper bulk transportation costs, and easy access to the U.S. Grain Marketing Research Laboratory and world-renowned food and grain technology in Manhattan, Kansas.

The *Kansas Economic Development Study* also indicated that small private aircraft manufacturing in the Wichita area is important to the Kansas economy. As Asian and Latin American nations become more prosperous, joint ventures or other forms of direct investment in manufacturing aircraft for export may attract their capital.

The location of Kansas is not an advantage to its exporting businesses. With new developments in container shipping and increased air freight capacity, however, foreign markets are much more accessible to Kansas business than they were a decade ago. Still, Kansas's location does not give its businesses a comparative advantage in world trade.

Nor can Kansas compete with the rest of the world in labor-intensive manufacturing. Compared with the countries that lead the world in labor-intensive manufacturing, the Kansas labor force is small and well paid. Kansas can, however, compete in land-intensive production like agriculture. There is also potential in specialized manufacturing. The fact that Kansas has nearly 400 machinery products exporters and 100 printing and publishing exporters is some indication of the level of activity in these types of production.

The focus for Kansas export growth does not have to be employment, since population is growing rather slowly in the state. Rather, the focus should be on exporting high-volume products and on increasing the value added to products before they are exported. For example there may be opportunities relating to the state's well-developed meat packing industry. Although Kansas is a major beef producer, its leather and leather products industry is small. Processing cowhides in Kansas would increase the value added to the product, and if the leather produced is competitive on world markets, export revenues will increase.

TARGET ASIA

Geographically, the future for Kansas export lies in Asia. Asian exports to the United States have expanded drastically, but U.S. exports have been hampered by Asian nations' tariff and non-tariff barriers. Their trade surpluses are so large, however, and their accumulations of international reserves so imposing, that they are under pressure to open their markets. Certainly Asia offers better market potential than the poor nations of Africa, the debt-loaded countries of South America, or the nations of the unified European Economic Community.

The Kansas trade office in Tokyo should be branched out to other parts of

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Asia. The effectiveness of trade office export promotions must be closely monitored. Success should be measured by the number of new contracts signed, the number of new buyers located, and by the increased dollar value of exports resulting from the efforts of the office and its representatives. As mentioned above, Kansas exporters are basically small, so government assistance is particularly useful.

Since the Asian market is relatively new to Kansas, the potential for exporting specific products is yet undiscovered. Kansas may become a major exporter. To illustrate how newly-discovered demand may produce unexpected export value, we may point out that deer horns which in the past were discarded, are now a sizable export of deer hunting states. Another example is ginseng root, which grows wild in Ohio and Wisconsin. Ginseng root is a high-priced staple and an important medicinal product for over one billion orientals. A few Taiwanese ginseng farmers in Wisconsin export from five to ten million dollars worth of ginseng per year. Cattle gallstones are another example of a new and perhaps unexpected export product; Chinese importers will pay a few thousand dollars per pound.

Regardless of what avenues of export promotion are chosen, state agencies should begin by gathering information. The meager statistics available from the Trade Division of the Kansas Department of Commerce indicate that export promotion in Kansas is in its preliminary stages. There are many meaningful studies researchers or marketing specialists could perform to target Kansas exports. The Trade Division already surveys Kansas businesses in order to produce *Kansas Manufacturing Firms in Export;* perhaps the project could be extended to include questions on export volume and markets. These results could be reported in a way that protected trade secrets.

1987-1988 KANSAS STATISTICAL ABSTRACT

The *Kansas Statistical Abstract* offers recent and historical economic and demographic data for Kansas, its cities and counties. Spiral-bound copies are available for $20.00. Lotus 1-2-3 diskettes are $40. Kansas residents should include 4.5 percent tax where applicable. Where sales tax is not applicable, a tax exempt number should be provided. Please mail your order to *Kansas Statistical Abstract,* Institute for Public Policy & Business Research, University of Kansas, 607 Blake Hall, Lawrence, Kansas, 66045

SOURCE: Kansas Business Review, Vol. 12, No. 3, Spring 1989.

KANSAS IN THE WORLD

UNDERSTANDING THE EFFECTS OF CURRENCY EXCHANGE RATES

OVERVIEW: The value of money is determined when people are willing to accept it in exchange for goods and services. Previous to using money, bartering was used as the primary means of trade. As the exchanges became more and more complicated, a standard system had to be devised. The result was money and eventually each nation developed its own form of currency. The daily exchanges of currency between the U.S. and other nations has a major effect on travel and international trade arrangements made by Kansans.

OBJECTIVES: The students will be able to:

1. match foreign currencies with its country of origin.
2. compute foreign currency exchange transactions using a foreign currency conversion table.
3. discuss the role of currency rates in international trade.
4. describe the effects of changes in the value of a nation's currency on its imports and exports, as well as travel.

MATERIALS: Shopping for Currency
Which is Better - A Strong or Weak Dollar?
Converting U.S. Dollars Into Foreign Currency

PROCEDURE:

1. Introduce the lesson by showing and passing around either pictures or actual currencies from foreign countries. Explain why each nation has a different form of money. Discuss what implications these different forms of exchange might have on the overseas travel and international trade arrangements made by Kansans each day.

2. Discuss the Shopping for Currency Worksheet and have students work through it. Answers: 1-I, 2-F, 3-K, 4-D, 5-H, 6-N, 7-M, 8-B, 9-E, 10-J, 11-A, 12-O, 13-G, 14-L, 15-C.

3. Distribute the Student Handout, Which is Better - A Strong or Weak Dollar?, and have students read the pros and cons of a strong and weak U.S. dollar. Discuss the following concepts:
   - A. **DOLLAR VALUE UP-AMERICAN PURCHASING POWER ABROAD UP** Our American dollar is worth more and will buy more foreign goods & services.
   - B. **DOLLAR VALUE DOWN-AMERICAN PURCHASING POWER ABROAD DOWN** Since the value of the dollar is down it is worth less and will therefore purchase fewer foreign goods and services.
   - C. **DOLLAR VALUE UP-FOREIGN PURCHASING POWER ABROAD DOWN** When the dollar is too strong against foreign currencies, foreign businesses and nations will receive fewer dollars when exchanging their currency so they tend to purchase fewer U.S. goods and services.
   - D. **DOLLAR VALUE DOWN-FOREIGN PURCHASING IN THE U.S. UP** If the American dollar is weak, foreign businesses and nations will most likely purchase a greater amount of goods and services.

Explain to the students that the value of the dollar goes up and down each day in relation to each specific nation's currency. Check a basic economics text for further information. Daily exchange rates are listed in the paper.

4. Do questions #1 and #3 on the worksheet, Converting U.S. Dollars Into Foreign Currency, with the students. Allow students time to do #2 and #4 themselves before you review the answers with the class.
   Answers:
   1. If 1 U.S. dollar equals .64 pound and you want $10 in pounds, you will receive 6.40 pounds. (10 x .64)
   2. If 1 U.S. dollar equals 1250 Italian Lira, for $8 you would receive 10,000 Lira. (8 x 1250)
   3. If 1 pound equals 1.6113 U.S. dollars, 100 pounds is 161.13 dollars. (100 x 161.13)
   4. If 1 Canadian dollar equals 0.7651 U.S. dollars, then 10 Canadian dollars equals 7.651 U.S. dollars. (.7651 x 10)

5. Give students a chance to review and discuss the currency conversion table. Students should check local newspapers for today's exchange rates.

6. Summarize the information learned and go over the next worksheet. Apply data to current event issues involving international trade, protectionism, etc.

SHOPPING FOR CURRENCY

MATCH THE FOLLOWING COUNTRIES WITH THEIR CURRENCIES:

_____ 1. Australia
_____ 2. England
_____ 3. France
_____ 4. Germany
_____ 5. Holland
_____ 6. Italy
_____ 7. Japan
_____ 8. Mexico
_____ 9. United States
_____ 10. China
_____ 11. South Korea
_____ 12. Soviet Union
_____ 13. Denmark
_____ 14. Iran
_____ 15. Iraq

A. Won
B. Peso
C. Dinar
D. Mark
E. Dollar
F. Pound
G. Krone
H. Guilder
I. Schilling
J. Yuan
K. Franc
L. Rial
M. Yen
N. Lira
O. Ruble

STUDENT HANDOUT

WHICH IS BETTER, A STRONG OR WEAK U.S. DOLLAR?

When the United States dollar is strong or increases in value against foreign currencies, the following situations will probably occur:

PROS FOR A STRONG U.S. DOLLAR

1. It is cheaper for U.S. businesses to import from foreign countries because the dollar is strong, so foreign goods and services will cost less. The consumer will benefit from this since import prices, on goods like a Toyota, would go down.

2. It would be cheaper for a U.S. citizen to travel abroad since the consumer would be getting more for their U.S. dollar. This usually makes things like food, hotel, and souvenirs cost less.

CONS AGAINST A STRONG U.S. DOLLAR

1. Foreign businesses are less likely to import from the United States because they can trade more goods for their money with a different country which has a currency weaker than the dollar.

2. The U.S. is less likely to export goods when the dollar is strong; thus, foreign demand for goods will decrease. When this happens, there is usually a rise in the unemployment rate because buying more foreign products means fewer goods are purchased from U.S. suppliers.

3. Generally, a foreign country will buy agricultural exports cheaper from another country with a weaker currency exchange rate than the U.S. dollar. The result is that American farmers will develop surpluses of goods so they will have to eventually lower their prices. Getting less for what they produce is a disadvantage to farmers.

4. The U.S. trade deficit increases since we are importing more than we are exporting.

When the United States dollar is weak or decreases in value against foreign currencies the following situations will probably occur:

PROS ASSOCIATED WITH A WEAK U.S. DOLLAR

1. When other currencies are strong, relative to the U.S. dollar, foreign firms will be able to purchase more products from the U.S. For that reason, exports from the U.S. increase.

2. When we export more goods abroad, we need more people to produce these products so our employment rate goes up.

3. When we export more than we import, then the trade deficit decreases.

4. When our dollar is weak, other countries get a good deal when importing our agricultural products. For that reason, goods like our agricultural products are in high demand and farmers can expect a rise for most grain and livestock prices.

5. A weak dollar attracts foreign investment into the U.S.; thus, our real estate, businesses, and other investments become good buys for foreign businesses.

CONS ASSOCIATED WITH A WEAK U.S. DOLLAR

1. When our dollar is weak it costs a lot for U.S. businesses to import goods. These costs are passed on to the consumer. When this happens, things like Toyotas and their parts will cost the American consumer more to buy.

2. When we get less of a nation's currency for our dollar, it costs American tourists, businessmen, and students more money to travel abroad.

3. With a weak dollar, foreign investors are less likely to finance U.S. government expenditures by purchasing U.S. Treasury bills.

CONVERTING U.S. DOLLARS INTO FOREIGN CURRENCY

DIRECTIONS: PRETEND YOU ARE A BUSINESSPERSON OR TOURIST AND ANSWER THE FOLLOWING:

U.S. DOLLAR = $1.00 BRITISH POUND = .64

1. Using the above information, determine how many British pounds you could get for ten American dollars.

U.S. DOLLAR = $1.00 ITALIAN LIRA = 1250

2. Using the above information, how many lira could you get for eight American dollars?

3. If one pound equals 1.6113 U.S. dollars, how much would 100 pounds cost?

4. If one Canadian dollar equals 0.7651 U.S. dollars, then ten Canadian dollars would cost what?

CURRENCY CONVERSION TABLES

AUSTRIAN-SCHILLING	U.S. DOLLAR
12.00	1.00
60.00	5.00
120.00	10.00
300.00	25.00
600.00	50.00

ENGLAND-POUNDS	U.S. DOLLAR
.64	1.00
3.20	5.00
6.40	10.00
16.00	25.00
32.00	50.00

FRANCE-FRANC	U.S. DOLLAR
6.00	1.00
30.00	5.00
150.00	25.00
300.00	50.00

GERMANY-MARK	U.S. DOLLAR
2.00	1.00
10.00	5.00
20.00	10.00
50.00	25.00
100.00	50.00

HOLLAND-GUILDER	U.S. DOLLAR
2.00	1.00
10.00	5.00
20.00	10.00
50.00	25.00
100.00	50.00

ITALY-LIRA	U.S. DOLLAR
1250	1.00
6250	5.00
12500	10.00
31250	25.00
62500	50.00

SWITZERLAND-FRANC	U.S. DOLLAR
2.00	1.00
10.00	5.00
20.00	10.00
50.00	25.00
100.00	50.00

*** Above exchange rates are based on Deak-Perea tables effective January 14, 1988. Consult your local newspaper or bank to update this information.

KANSAS IN THE WORLD

PROMOTING KANSAS

OVERVIEW: Advertising is all around us. We see ads on television, radio, newspapers, buses, taxis, and billboards. More and more we see that states and countries are developing advertising strategies so that businesses and tourists will become aware of the particular selling points of their state or country. Through this lesson, students will design a mini-advertising campaign to promote Kansas. Students will utilize various advertising media in order to accurately hit their "target audience." This lesson will increase awareness of advertising, but more importantly, it forces students to appraise Kansas' most significant aspects and compile these into a usable, "marketable" form.

OBJECTIVES: The students will be able to:

1. recognize various forms of Kansas advertising already being distributed to promote our state.
2. determine assets and aspects of Kansas life which would be appealing in advertising.
3. develop a promotional campaign to sell Kansas for tourism or attracting a potential global market.

MATERIALS:

Teacher: recordings and examples of current Kansas advertising.
Students: worksheets, posterboard, markers, scissors, VCR cameras, and tape recorders.

PROCEDURE:

1. Start the lesson by playing recordings of Kansas radio ads and show students examples of tourism brochures from Kansas. Showing other state brochures for comparison is also appropriate. Ask students if these would be appropriate for a global situation. Why? Why not? You might discuss Paul Hogan, the actor, and his role in the Australia campaign. Let students know

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they will be able to design their own advertising campaigns to promote the state of Kansas.

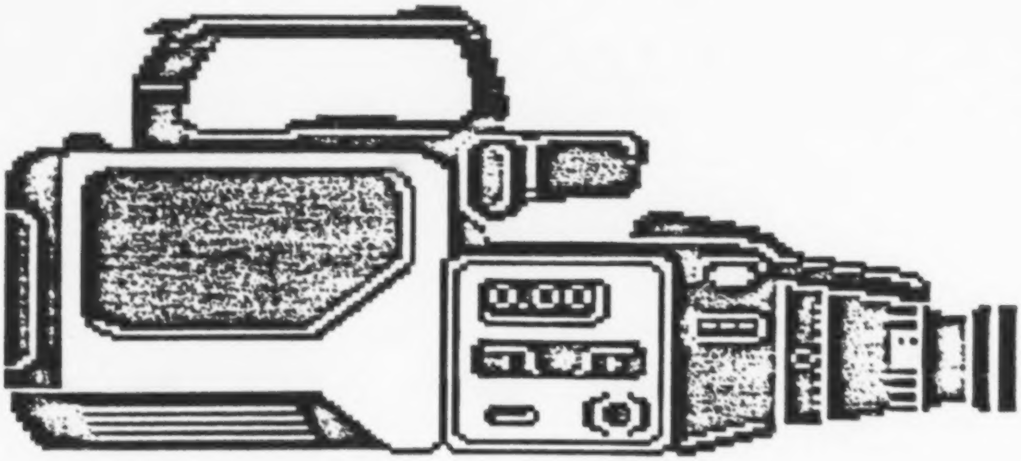
2. Either spend time with students reviewing previously learned Kansas In the World facts or allow them time to do research to accumulate data to be used in their ad campaigns.

3. Pass out the worksheet and divide students into small groups. Have them read the worksheet and follow the directions. Let students have access to materials such as scissors, posterboard, construction paper, glue, tape recorders, and VCR if necessary.

4. As students finish, have groups present their campaigns to the class. To extend the concept, you might mail copies of the students' ideas to the Kansas Bureau of Tourism or even to your local or federal senators or representatives.

RESOURCES:

KANSAS DEPARTMENT OF TOURISM
1-800-2KANSAS



PUT KANSAS IN THE SPOTLIGHT

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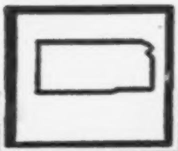

DESIGNING AN AD CAMPAIGN FOR KANSAS

IN THIS ACTIVITY, YOU ARE TO DESIGN AN ADVERTISING CAMPAIGN FOR KANSAS. THINK ABOUT WHAT YOU HAVE PREVIOUSLY LEARNED ABOUT KANSAS AND WHERE YOU COULD LOOK TO FIND FURTHER RESEARCH ON THIS TOPIC. CONSIDER THE FOLLOWING QUESTIONS: WHAT ASSETS AND ASPECTS ABOUT KANSAS WOULD OTHERS FIND MOST INTERESTING AND APPEALING? HOW CAN WE INCREASE CURIOSITY ABOUT OUR STATE? HOW CAN WE TRY TO GET NEW BUSINESS TO LOCATE IN OUR STATE?

IN AN ADVERTISING CAMPAIGN, THESE QUALITIES SHOULD BE EMPHASIZED. YOU HAVE BEEN SELECTED TO DESIGN A CAMPAIGN TO PROMOTE KANSAS ON BOTH THE NATIONAL AND INTERNATIONAL LEVEL. THINK ABOUT THE ADS YOU HAVE SEEN ON T.V. AND IN PRINT. THEY ARE COLORFUL AND EASY TO UNDERSTAND. YOU MUST DO 5 OF THE CHOICES LISTED BELOW. IN ADDITION YOU MUST HAVE AT LEAST ONE FROM EACH CATEGORY.

MEDIA

1. 30 second to 1 minute radio spot
2. 30 second to 1 minute television commercial
3. a full-page newspaper advertisement
4. a full-page magazine advertisement

FINE ARTS

1. an outdoor sign/billboard
2. a bumper sticker and a button
3. novelties (key chains, cups, etc.)
4. a public transit sign
5. a postcard
6. decorate a bulletin board in the classroom about Kansas
7. design a T-shirt or sweatshirt with a Kansas theme
8. design a poster about Kansas that could be displayed in stores or the halls of your school

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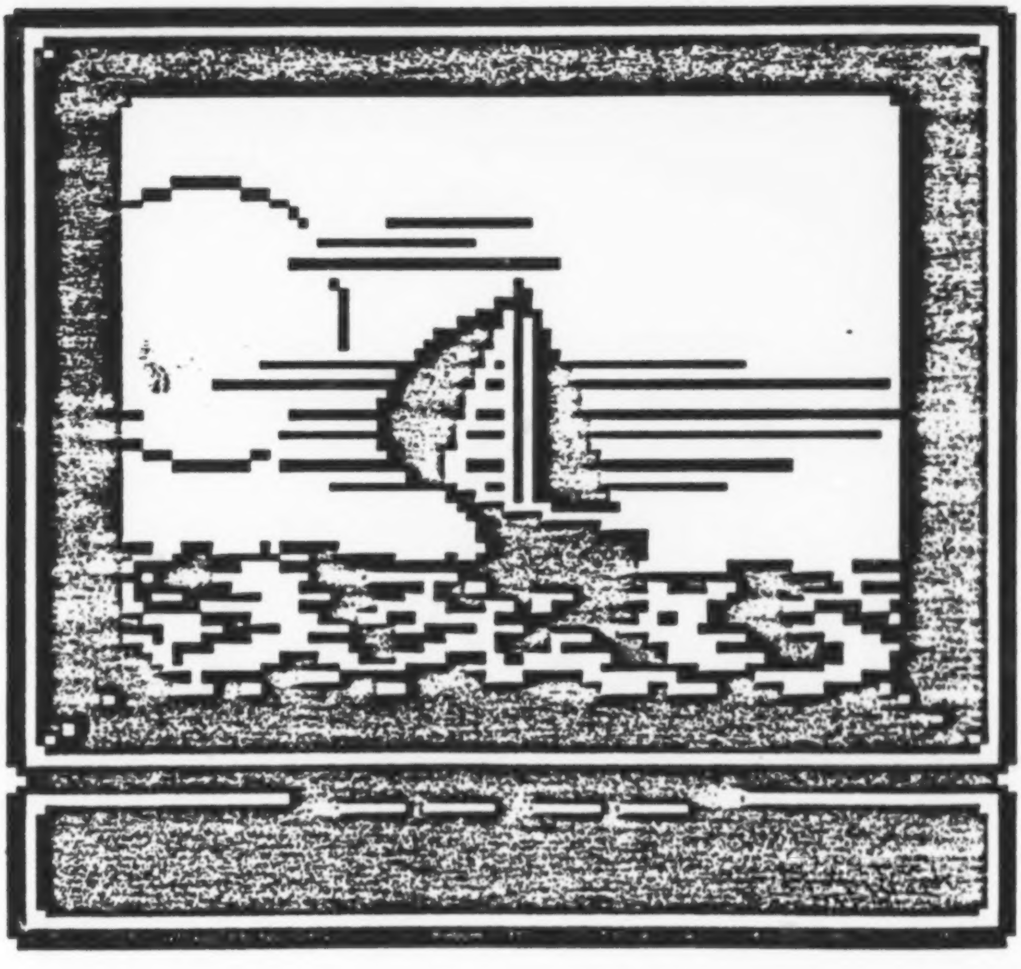
WRITTEN

1. a pamphlet advertising Kansas
2. a speech prompting business to consider locating offices in Kansas
3. a one-page magazine article that describes some strong points about Kansas
4. a newspaper story about some of the assets of Kansas



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KANSAS IN THE WORLD

RUNNING AN EXPORT BUSINESS

OVERVIEW: Goods imported to Kansas are important to us as consumers and exports are crucial for a strong state economy. Both importing and exporting provide jobs for Kansas and keep our state thriving. In this simulation, groups of students will form a corporation, develop a product, and market it abroad. Once the country of import is chosen, students will follow the procedure for doing international business and completing a successful exporting transaction.

OBJECTIVES: The student will be able to:

1. define and give examples of importing and exporting.
2. analyze the role of importing and exporting on employment.
3. outline the basic procedures for exporting in an international market.

MATERIALS: "Running an Export Business: A Real-life Simulation" handout.

PROCEDURE:

1. The students should be broken up into groups of three. Be sure to spend time giving the class clear directions on how to complete the packet.

2. The groups will then complete the self-explanatory packet on Running an Export Business.

3. At the completion of this activity, the students will hand in their packets and the completed international business contract.

4. You can invite a speaker from an import/export firm to share their business experiences with the class. A speaker from a large bank can discuss how export financing works.

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RUNNING AN EXPORT BUSINESS: A REAL-LIFE SIMULATION

Imports are goods brought into one country from another. An example of this would be the United States importing electronics from Japan.

Exports are goods sent from one country to another. An example of this would be that Kansas currently exports wheat to Japan.

Exporting goods provides many jobs for U.S. citizens. Many Americans are employed making products to be shipped abroad. Frequently, we hear that we should buy American-made products, rather than imports (products made abroad), to keep U.S. unemployment down. The theory is that we shouldn't provide jobs for foreign workers when some U.S. citizens do not have jobs. We must realize, however, that importing also provides jobs for Americans. Many people make a living transporting and processing imports, translating for foreign companies, being customs officials, international bankers, and selling imported products. Both importing and exporting are vital for a healthy economy.

You have just been put into a small group which is to become an international corporation. Work with members of your group to come up with a corporation name. If you have an artist among you, you could design a company logo.

CORPORATION NAME:

CORPORATE LOGO:

Now that you have come up with a company name, consider the resources and assets in your area to help you develop a product to be marketed abroad.

OUR PRODUCT FOR FOREIGN DISTRIBUTION WILL BE:

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Now that you have determined your product, follow the next 10 steps to successfully export a product to a foreign country. The next 10 steps should be completed as a group.

1. The first step is to identify customers. A sales representative would usually make these contacts to establish a list of potential clients. For the purpose of our simulation you will choose one country to export to. We will be sending our goods to the country of ______________________ which we have determined to be on the continent of ____________________________. We have looked on a map and determined the location of the country we are exporting to and have assessed potential forms of transportation for later in the simulation.

2. You must now determine how you will communicate with the company that will receive the goods you export. Will you use phone, mail, computers, etc. ? Will you need a translator?

3. Provided in this packet is an oversimplified international business contract. At this time you will need to fill out the contract and negotiate the terms. In real life you would want to utilize attorneys during this step.

4. You need to determine how the export will be financed. In real-life, a banker would help you. If you need to pay your suppliers for your resources right away, you may need to have this order prepaid. This would mean that they would pay for the shipment before it was received. The other option is C.O.D. or Cash on Delivery. In this case, the company wouldn't pay for the order until it is received. Would you prefer to have your exporting order prepaid or sent C.O.D.?

5. Determine the form of inland transportation you plan to use. This is the transportation from your local area to Canada, Mexico, or the East or West Coast. will be done by train, trucking company, or air freight. Which would you prefer? You might consider calling a railroad, truck line, or air freight company to determine the cost for 30,000 lbs. of freight. Your freight costs will be determined by weight, distance, and how fragile the product is. Our choice of transportation will be

____

6. You and the members of your corporation need to determine whether or not you would like an All-Risk Insurance Policy. In this case your freight would be replaced in case

of war, earthquake, fire, a ship sinking, a truck accident, or train derailment, etc.
Would you like to purchase this type of insurance?______________________________
What are the benefits of insurance?____________________________________
____
____

7. Once you reach the border of the United States (whether it's Canada, Mexico, the West Coast, or the East Coast), your freight must go through export processing. You will have to have the freight inspected and pay filing fees for the following:
   a. You will pay a charge for your U.S. Government Export Declaration.
   b. U.S. records will be filed.
   c. Goods will be transferred for International shipping. This step will ready the shipment for travel to the country that will receive the goods.

8. Your product must now be shipped from the U.S. border to the border of the importing country. This phase is referred to as international shipping. For exports to Canada and Mexico, you could use a truck or train. For most other places you would choose air or sea travel. What transportation would your corporation prefer?____________________ Which forms of transportation do you think would be cheapest and most expensive?____
____

9. Import processing comes after international shipping. This happens at the seaport or airport of the importing country. The following steps will occur during import processing:
   a. Freight is unloaded.
   b. Customs examines the freight.
   c. Tariffs, paperwork, and processing occur.

10. Once the freight has entered the import country and is processed, it will need to be transported to its final destination. Like step #5, this will be known as inland transportation and your corportation will once again need to choose air, trucking, or rail. Our choice for shipping will be_____________________________________

Once all the business ends are tied up, you have completed your first successful export operation from the United States to a foreign country. Your corporation can see what a lengthy and extensive process this is and how many different people it involves. Of course, the costs of this procedure are all passed on to the customers who buy the products.

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AN OVERSIMPLIFIED INTERNATIONAL BUSINESS CONTRACT

WE, THE MAJORITY STOCKHOLDERS OF THE ______________________ CORPORATION AGREE TO SELL GOODS TO THE ACME COMPANY OF ______________ (COUNTRY) UNDER THE FOLLOWING CONTRACT CONDITIONS:

1. We are shipping 30,000 pounds of our ________________ product.
2. Your cost will be __________ dollars. Our form of currency is the American dollar and your form of currency is the ____________________. We expect our payment in the ________________ form of currency. Based on today's exchange rate, one U.S. dollar equals ______________ of your currency.
3. We will deliver the above quantity and product to you on or before ________________ (date).
4. Your order will be delivered to the ACME company in ______________ (city), ________________ (country).
5. We expect payment to be ____________________ (prepaid or C.O.D.).

WE ENTER INTO THIS CONTRACT IN GOOD FAITH ON ____________________.
(date)

Company Logo in seal

Signed:

____

____

____

____

KANSAS IN THE WORLD

SECTION FIVE

YOUR COMMUNITY IN THE WORLD

1. Cultural Ties in Your Kansas Community
   Case Studies:
   - Lindsborg, Kansas
   - Liberal, Kansas
2. Our Ethnic Ties - A Kansas Calendar of Cultural Events
3. Developing a Community Profile

KANSAS IN THE WORLD

CULTURAL TIES IN YOUR KANSAS COMMUNITY

OVERVIEW: Our local communities are often full of cultural influences linking us to different countries. These connections include names of streets, parks, memorials, etc. which are concrete fixtures in the community. More subtle links include religious affiliations, slang from foreign influence, and additional customs added to traditional Americanized holidays. Many communities also hold special festivals with foreign ties. The following activities were developed to help make you more aware of your specific community and the ramifications of foreign influences.

OBJECTIVE: The students will be able to:

1. Use several different resources to compile data about how their specific community is affected by international ties and relations.

MATERIALS: Access to your local library, city hall, travel agent, or Chamber of Commerce. Poster board, markers, and maps. Lindsborg & Liberal case studies.

PROCEDURE:

1. Ask students to list any obvious international connections to your city or town. Lead the students into some examples of international ties in your community so they will start to formulate an understanding of this concept.
2. Students will need a copy of the Cultural Ties in Your Kansas Community Worksheet. Using a travel agent, library, Chamber of Commerce, or tourist bureau, they should then research the items on the worksheet.
3. With the data collected from student research, have the pupils make a bulletin board to display in your school, local library, bank, or town hall to share their discoveries with others in the community.
4. Report or demonstrate to the class crafts, customs, or styles of architecture with a foreign influence that are significant to your local area.

5. Create posters or pamphlets advertising your town's festivals or celebrations to try and draw people from surrounding areas to participate.

6. Invite guest speakers to give class presentations about the history and ethnic heritage of your commuity.

7. Make a video-tape that records your community's international ties. You could use your tape on back-to-school night or send it to another city in Kansas and ask to learn about their town.

8. Compare the case studies included with your community.

INVESTIGATE YOUR KANSAS COMMUNITY . . . THERE'S PROBABLY A LOT MORE TO YOUR TOWN THAN YOU KNOW!!!

STUDENT HANDOUT

CULTURAL TIES IN YOUR KANSAS COMMUNITY

Using a community map and information from your library, city hall, travel agent, Chamber of Commerce, or tourist bureau, research the following:

1. Origins of names of streets, parks, bodies of water, memorials, and schools.
2. Styles of architecture and streets.
3. Nationality or original owners of land.
4. Your community's major religious affiliations and their initial origins.
5. Explanation of the design of a town flag.
6. Use of any significant second language, different dialects in your area, or use of slang from a foreign influence.
7. Types of restaurants in your community.
8. Special town festivals or variations on holiday traditions.

After you've completed your research you should be prepared to participate in class discussions over the following topics:

1. Based on the collected data, from what parts of the world have people come to your community?
2. Is there any specific reason why these people chose to settle in your area? Reasons might include jobs, resemblance to homeland, others were here, etc.
3. What visible influences have these people had on the areas they settled?
4. Discuss some early community leaders and their impact on the community.
5. Imagine how your area would be different without its cultural heritage.

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LINDSBORG, KANSAS CASE STUDY

In 1869 a group of Swedish immigrants, led by Rev. Olof Olsson, settled in the center of America's wheat country and formed a new community, Lindsborg.

Many of today's residents are descendants of these and later immigrants. Through the years the proud Swedish heritage has remained a vital part of Lindsborg and much care has been taken to preserve it.

Beautiful tree-lined streets speak of these early settlers' love for the land. Their touch is seen in the architecture of downtown businesses, churches and homes throughout the community.

Store fronts bear Swedish titles, the pharmacy (Apotek), library (Bibliotek), City Hall (Stadhus), Swedish crafts, Timbercottage, Fantastisk, Viking Motel, and Vasa Club, all speak of the Swedish ancestry.

Swedish customs have been retained, with thousands traveling to Lindsborg for festivals first known in Sweden. Midsommers Dag (Midsummers Day) celebrates the first day of summer; St. Lucia Festival at Christmas; Julotta, an early morning Christmas Church service; and biennially there is the celebration of the Swedish Ancestors, Hyllningsfest. Each of these are accentuated by the wearing of traditional Swedish costumes by residents of Lindsborg. Further interest is created when the elementary and high school students, along with a group of adults, participate in Swedish folk dances wearing the brightly colored costumes.

Midsommers Dag is one of the most popular festivals of the year in Sweden. In a sun-starved land, the midnight sun associated with the summer solstice is eagerly anticipated. Only Christmas is more joyfully celebrated.

The central symbol of the festival is the Maypole decorated with spring foliage and garland of flowers. It becomes the focal point of the dancing which welcomes the return of summer and celebrates nature at her loveliest. Highlights of this festival include programs of folk dancing and music, an arts and crafts fair, special activities for children, a Smorgasbord-Scandinavian feast, and of course the Maypole dancing.

Christmas in Lindsborg is a time of beauty.

Among the loveliest of the holiday customs is the welcoming of the Christmas season according to Swedish tradition with the St. Lucia Festival.

The festive day includes beautiful renditions of Christmas carols, performances of Swedish folk dancers, the crowning of St. Lucia, an art exhibition, a bake sale of Swedish Christmas delicacies (i.e., Lucia buns, tea rings, kringler, spritz, rye bread, etc.) and special activities for youngsters. All activities are scheduled for downtown Lindsborg.

The arrival of St. Lucia - attired in white robe tied with a crimson sash, the lighted candles of her crown giving forth a soft glow - signals the beginning of the Christmas season in this community of Swedish heritage as it has in Sweden since the Middle Ages.

According to legend, it was at the time the Sicilian saint first appeared in Sweden carrying food and drink to hungry folks during a famine. She was burned at the stake in 304A.D. for being compelled by her Christian faith to help these people. Thus, she returns each year on December 13, the darkest day of the old Julian calendar, to herald the good news of Christmas.

The modern Lucia, traditionally the oldest daughter of the family, rises early in the morning on December 13th. She dons her white robe, the crown of living candles and carries a tray of special buns and cookies to each member of her family as she sings the old Sicilian melody, "Santa Lucia."

The custom is diligently observed in the homes, schools, and businesses of Sweden today as they begin the Christmas holiday with feasting, merriment, singing and a spirit of friendliness and good will to all.

Lindsborg has chosen to make their annual observance on the event on the second Saturday in December. St. Lucia is chosen from among the senior girls of the Lindsborg Swedish Folk Dancers.

Holiday decorations in downtown Lindsborg reflect the spirit of Swedish Christmas traditions. Handpainted banners representing the Lucia legend, as well as other Scandinavian Christmas customs, hang from each light pole. Jul Karve, or bundles of oats, also adorn the poles as a gift to the birds. White lights sparkle in the windows and on the trees that line the sidewalks of the downtown business district.

Lindsborg's unique shops offer unusually fine gift shopping opportunities. One may choose from Scandinavian imports, quality handcrafted items, or appointments for the home ranging from practical to elegant, as well as more traditional gift items.

The Messiah Festival is another annual event which brings patrons of the arts from all corners of the country and abroad. Performances of Handel's "Messiah" by a 400 voice chorus, accompanied by the Bethany College Community Orchestra are presented on Palm Sunday and Easter Sunday with the same group presenting Bach's "Passion" on Good Friday. Guest soloists are featured in all these performances helping to bring sellouts Easter and Palm Sunday. During the week, the soloists, both vocal and instrumental, present public concerts. In 1981 on the 100th anniversary of the festival, the "Messiah" was nationally

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televised on Public Television and seen throughout the country for the following three years. Again in 1986, the "Messiah" was broadcast as part of PBS's American Easter along with a first time Good Friday broadcast of Bach's "Passion."

From an early Swedish festival, Lindsborg's nationally acclaimed Svensk Hyllningsfest was adapted.

Surrounding communities contribute to this three-day event focused on folk art, traditional dress and dances, and Swedish culture and cuisine.

The popular Svensk Hyllningsfest Smorgasbord is always sold out well in advance of the festivities. Ragbrod, kranskaka, rokt lax (smoked salmon), kalvstek (veal pot roast), kottbullar (meatballs), lingonberries, herring salad, ostkaka (cheesecake), and spritz represent just a portion of the fare.

One of the curious footnotes of the Smoky Valley Svensk Hyllningsfest concerns its beginning. Its founder, physician William Holwerda, M.D., was actually of Dutch descent, yet he recognized the urgency of preserving and instilling the devotion of future generations towards its Swedish cultural and pioneering past.

It's been tradional to offer a souvenir booklet produced biennially by the Svensk Hyllningsfest Commitee. It contains historical features and folklore and is a keepsake sought after each year by festival goers. It's available at the festival which is held in October.

On January 1, 1988, Lindsborg became one of the first United States Jubilee Cities, so it was designated as "New Sweden '88."

The year 1988 heralded the 350th anniversary of the 1638 settlement of Nya Sverige in Delaware. The international New Sweden '88 bicultural organization was comprised of two national committees - an American group and the Nya Sverige of Sweden.

Bethany College was founded just 12 years after the city of Lindsborg. This indicates the dedication of the immigrants to education and the arts. This college has grown and is a major liberal arts institution of higher learning, acknowledged by U.S. News and World Report as ranking seventh nationally in its category. Bethany offers a diversified education to students enrolled there. It is a part of Lindsborg, inviting the community to share in its many fine musical and dramatic productions as well as the many excellent speakers that visit the campus. Students and faculty alike become involved in community activities which make their presence in Lindsborg doubly beneficial.

FOR ADDITIONAL INFORMATION: CONTRACT THE LINDSBORG CHAMBER OF COMMERCE, 110 S. MAIN, P.O. BOX 191,LINDSBORG, KS 67456 OR CALL (913) 227-3706.

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LIBERAL, KANSAS CASE STUDY

Liberal's name underscores its personality. It comes from the story of the first settler in Southwestern Kansas -- Mr. S.S. Rogers - who homesteaded a lonely ranch in 1872 and dug deep into the Kansas soil for a water well.

Water was scarce in Southwestern Kansas then. But whenever a parched weary traveler would stop by, Rogers would give him all the water he wanted. And when the traveler tried to pay, he'd hear "Oh, that's all right. Water's always free here."

Often the reply would be, "That's liberal, friend, mighty liberal."

Seward County was established in 1873 -- named after Lincoln's Secretary of State -- and its boundaries were drawn in 1884.

In 1888, when the Chicago, Rock Island and Pacific Railroad was built through Seward County, a community grew from Roger's homestead. It became the county seat, and was named Liberal. In 1988 Liberal celebrated its Centennial.

From three homes, it grew to more than 800 persons a year later and continued a slow and steady growth throughout the early 20th Century.

Today, Liberal has a population of about 17,200.

The altitude is 2,851 feet. The average temperature is 56 degrees, average humidity is below 30 percent, and annual rainfall is just under 20 inches. The sun shines 300 days a year, and the growing season is 192 days.

The economy consists mostly of agriculture, manufacturing, and oil and gas products. The last time they counted there were more than 2000 producing oil and gas wells. More than 492 irrigation wells are in operation on 125,000 acres. Major crops are wheat, sorghum, and corn. Beef and pork production is also a major industry. Annual feedlot production runs 600,000 cattle and 12,000 hogs.

There are 345,000 acres of farmland in the area. Liberal's banks and savings and loan institutions have assets of more than $232,000,000. There are 14 motels.

They have seven public and three private elementary schools, two junior highs, one high school, a community college, vocational school, parochial school, a speech correction center, and a new Allied Health Center.

They have 37 churches representing 23 denominations.

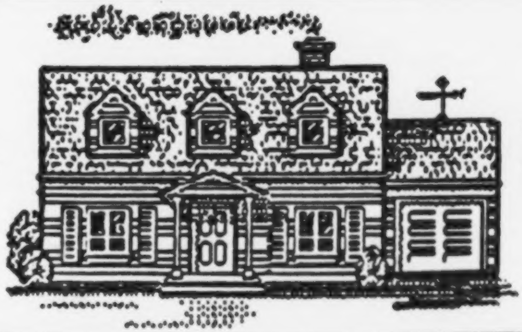
The history of Seward County began over 400 years ago in June of 1541 when Don Francisco Vasquez de Coronado and 36 soldiers entered what is now Kansas near the present site of Liberal, searching for the fabled Seven Cities of Gold. While Coronado did not find gold, he did find a fertile land holding great promise for future agricultural development.

In 1979, Coronado's venture was honored by the erection of an eight-foot bronze statue of his likeness, which now points the way to the museum which bears his name.

In 1907, L. Frank Baum wrote the story the Wizard of Oz. Later made into a movie starring Judy Garland, the story immortalized the little girl from Kansas and the house that was transported by a Kansas tornado to the land of Oz.

Liberal's Dorothy's House was built in 1907-1909 and was given to the Seward County Historical Society by the Robert Rice family. It has undergone extensive restoration to more closely duplicate the period of furnishings of the era and preserves the warmth of the farmhouse where Dorothy discovered, "There's no place like home."

Younger visitors to Dorothy's House can see an exact reproduction of Dorothy's room, complete with her red slippers and Toto's bed, and can walk on the beginning of the famed Yellow Brick Road. Individual bricks in the road are for sale and can be engraved with the name of the contributor as a friend of Dorothy's House. The museum curator has details about how you and your family can participate.



THERE'S NO PLACE LIKE HOME . . .
WHEN YOUR HOME IS IN KANSAS

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LIBERAL'S PANCAKE RACE HISTORY

Every year around Shrove Tuesday, the day before Lent begins, everything's coming up pancakes in the little town of Olney, England, and the city of Liberal, Kansas. It all started in 1950 for Liberal. Olney had held a Pancake Race there for over 500 years.

Thirty-seven years ago, R. J. Leete, then president of the Liberal Jaycees, saw a magazine picture of the race in Olney, with housewives running to the church, skillets in hand and flipping pancakes, to vie for a kiss from the bell ringer. Leete cabled Vicar Ronald Collins, who headed up the race there, challenging housewives of Olney to race with women of Liberal. He readily accepted, and, every year since that time, it is run in the spirit of international good will and friendship.

Tradition has it that women customarily used up accumulated cooking fats, forbidden during Lent, to bake pancakes on Shrove Tuesday. One woman, engrossed in her pancakes, forgot the time until she heard the church bells calling everyone to the shriving service. She ran to the church, skillet in hand, to become the first pancake racer. Neighbors joined in the next year, and it became a contest to see who could reach the church steps first, collect a kiss and the blessing, "The Peace of the Lord Be Always With You."

The race is run at 11:55 a.m. (which is actually many hours earlier in England). The 415 yard course runs through the main streets of both places. In Olney, the race was originally run over cobblestone streets, starting at the village well, past the Old Bull Inn and thatched roof cottages. The streets and some of the buildings have been more modernized now. Rules call for housewifely garb, and scarves, since the race is followed by a church service requiring head coverings in Olney.

Three local wins disqualifies a racer. A pancake dropped during the race may be picked up and replaced in the skillet, but the runner loses valuable time in doing so. Pancakes must be flipped at the start and finish of the race, the latter flip after crossing the finish line, to show the racer still has the pancake.

Racers must have been residents of their respective towns for six months. The

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only time this rule was set aside was in 1974 when Mrs. Leete was invited to run in the Olney race after Liberal sent her to England as its representative on the 25th anniversary of the event.

The English won handily for the first two years, but Kansas women were just learning the sport. It was nip and tuck for many years. Then in 1970, Liberal started a winning streak that has resulted in the score of 19-17 in favor of the U.S. Olney won in 1984. 1980's score didn't count, because the runners in Olney could not finish the race, due to a BBC television truck blocking the finish. The event was declared "no contest."

A two-day celebration has grown up around the race. Almost everyone in the town is involved in some way. All the civic clubs participate, taking charge of events which range from a religious service to a pancake-eating contest. Although the Jaycees still support the event with many man-hours and leadership, International Pancake Day, Inc., has been formed to spearhead the event.

The Pancake Race receives media coverage in many languages. Started "just for fun," it has done a great deal to establish a strong link between the two countries on a "people-to-people" basis. Canon Ronald Collins has visited Liberal a number of times, endearing himself to the entire area.

The Governor of Kansas rarely misses Pancake Day, and many other dignitaries attend.

Regardless of weather (and it can be quite unpleasant at that time of year in Western Kansas) the race will go on. Liberal will grow to about twice its population, with spectators regularly coming from all parts of the country.

So, the simple little race has grown into a much publicized international event. Jolly good fun, eh?

By Virginia Leete

FOR MORE INFORMATION CONTACT THE LIBERAL CHAMBER OF COMMERCE, 505 N. KANSAS, P.O. BOX 676, LIBERAL, KANSAS 67905 (316) 624-3855

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KANSAS IN THE WORLD

OUR ETHNIC TIES - A KANSAS CALENDAR OF CULTURAL EVENTS

OVERVIEW: The purpose of this lesson is to illuminate the historical and cultural ties which influence the ethnic character of communities throughout the state.

OBJECTIVES: The students will be able to:

1. collect data on cities and towns that hold ethnic festivals.
2. discover the historical roots of these festivals.
3. draw conclusions about the relationship between people in Kansas and various ethnic or cultural groups throughout the world.

MATERIALS: Information on the state of Kansas or your immediate community is available from the tourist office of the State Department of Commerce or local Chamber of Commerce. Information on historical sites is available in travel guides, such as those published by oil companies and available in libraries. Check the vertical files in the library. Local travel agencies (e.g., AAA) are also likely to have current information.

PROCEDURE:

1. Have students or groups collect data on cities in Kansas that celebrate festivals based on the ethnic origins of their citizens, past and present.

2. Students can present their data to the class.

3. After students have collected their information (to save time, you might want to write to these places ahead of time), the following are possible ways to use their data:

   a. Make bulletin board displays on the "parts of the world" that can be visited without leaving Kansas.

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b. Report on or demonstrate to the class crafts, customs or styles of architecture from other parts of the world that can be found in cities in Kansas.

c. As a class project, prepare a travel guide on "HOW TO SEE THE WORLD - WITHOUT LEAVING KANSAS." This could be as simple or complicated as the class time and interest allows. If it is possible, have the class visit one of the places in their travel guides.

d. Make a large map and indicate with appropriate pictures where the national or ethnic festivals are located in Kansas. Students in small groups (two or three) could be responsible for one picture.

4. Any of these activities could be followed with some of the following questions for class discussion.

    1. Based on our information, from what parts of the world have people come to our state?

    2. People from what countries tended to settle in which parts of our state?

    3. What visible influences have these people had on the areas they settled?

    4. What reasons can you give for their choosing these places? (Jobs, resembled their homeland, others were already here, climate, etc.)

    5. Name some famous people from the groups we have identified that settled in Kansas. Indicate the contributions these people have made.

LOOK AT HOW THE
REST OF THE WORLD
AFFECTS OUR
COMMUNITY . . .

KANSAS CALENDAR OF CULTURAL EVENTS

A partial list of events and festivals from Kansas communities is provided below. Contact the local Chamber of Commerce for further information. Dates will vary from year to year.

JANUARY

Topeka (NE): Kansas Day Celebration, Ramada Inn Downtown (913) 234-2644

FEBRUARY

Lindsborg (SC): Royal Swedish Chamber Orchestra (913) 227-3706
Topeka (NE): Kansas Hereford Association Show & Sale, KS Expo (913) 235-1986

MARCH

Liberal (SW): International Pancake Race and Celebration (316) 624-1106
Hays (NW): Chinese Paper Cutout Exhibition (913) 625-7522
Manhattan (NE): Aggieville's St. Patrick's Day Celebration (913) 776-8050
Wichita (SC): St. Patrick's Day Celebration (316) 265-2800
Topeka (NE): St. Patrick's Day Parade & Street Fair (913) 251-1194

APRIL

Smith Center (NW): City Tulip Month, Wagner Park (913) 282-3895
Lindsborg (SC): Handel's "Messiah," Presser Hall (913) 227-3706
Lindsborg (SC): Bach's "St. Matthew's Passion," Presser Hall (913) 227-3706
Coffeyville (SE): New Beginning Festival, Downtown (316) 251-1194

MAY

Wichita (SC): Annual Kansas Polkatennial (316) 286-1796
Kansas City (NE): Polish Constitution Day Parade & Festival (913) 573-5700
Lindsborg (SC): Millfest, McPherson County Old Mill Museum (913) 227-3706
Scandia (NE): Scandia Mayfest (913) 483-3401
Independence (SE): Mayfest, Downtown (316) 543-2300

JUNE

Garden City (SW): Beef Empire Days (316) 275-6808
Overland Park (NE): Prairie Dulcimer Festival (913) 341-2823

JUNE (continued)
Dover (NE): Dover Heritage Day (913) 775-6342
Lindsborg (SC): Midsummer's Day Festival (316) 227-3706
Kansas City (NE): St. John the Divine Mexican Fiesta (913) 384-9654

JULY
Wellington (SC): Sumner County Wheat Festival (316) 326-7466
Topeka (NE): Mexican Fiesta, Oakland Community (913) 232-5088
Fowler (SW): Fowler Threshing Day Celebration (316) 646-5501

SEPTEMBER
Topeka (NE): Kansas Expocentre Beef Expo (913) 235-1986
Wichita (SC): Mexican Independence Day Celebration (316) 681-2731

OCTOBER
Wichita (SC): Oktoberfest, Joyland Amusement Park (316) 681-2731
Wamego (NE): Oktoberfest (913) 456-7849
Atwood (NW): Octoberfest (913) 626-9630
Manhattan (NE): Aggieville's Open Air Octoberfest (913) 626-9630
Hays (NW): Oktoberfest (913) 735-2230
Lindsborg (SC): Hyllningsfest (913) 227-3706

NOVEMBER
Eureka (SC): Cattlemen's Day (316) 583-5452
Kansas City (NE): Serbian Sisters Bazaar St. George Memorial Hall (913) 371-1684
Wichita (SC): Boy Scouts of America International Holiday Festival (316) 264-3386

DECEMBER
Ottawa (NE): Ye Olde Englishe Feaste, Mowbray Union (913) 242-5200
Oakley (NW): International Food Fair, Logan 4-H Building (913) 672-4006
Lindsborg (SC): Heritage Christmas, Old Mill Museum (913) 227-3706
Lindsborg (SC): St. Lucia Festival (913) 227-3706

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DEVELOPING A COMMUNITY PROFILE

OVERVIEW: Before the students can participate in an adequate analysis of community and world interdependence, they must have full working knowledge of their immediate surroundings. In this activity, students will do research to formulate a community profile. They will survey churches and services for international connections and do research to formulate a community profile.

OBJECTIVES: The students will be able to:

1. gather data from a variety of different local resources to compile into a community profile.
2. survey local churches and service organizations to determine their international connections.
3. research a community of the same latitude as their own and construct a similar community profile, and
4. compare and contrast their local community with a foreign community of a similar latitude.

MATERIALS: Student Handout

A copy of the Wichita community profile can be obtained by writing or calling the Wichita Area Chamber of Commerce,
350 W. Douglas Avenue, Wichita, KS 67202 (316) 265-7771

PROCEDURE:

1. Students should follow their handout and work either individually or in groups to compile data for their community profile. They will need to find their data in the library, from the local Chamber of Commerce, or by calling governmental agencies.

2. Have students write letters to survey local churches and service organizations to become aware of their global interconnections. Make a bulletin board of the responses and make sure the students look on a map to identify the foreign countries involved in these projects.

3. Simultaneously (with a different group of students) or after the local profile is complete, students should do a profile on a foreign community or sister city of similar latitude.

4. Class presentations should be conducted for both local and foreign profiles.

5. Students should compare and contrast information on the two communities being investigated.

STUDENT HANDOUT

CONSIDERATIONS FOR DEVELOPING A COMMUNITY PROFILE

Working in groups or individually, as predetermined by your teacher, use your library, local Chamber of Commerce, and/or call governmental agencies to gather data for your community profile.

1. Gather data on religious congregations in your community.

2. Locate a list of community clubs and organizations.

3. List the major businesses and manufacturers in your immediate area.

4. Locate your city or town on a map and list the distance to the closest major city in each direction.

5. Determine the land area within the city limits.

6. Know your elevation, climate, and trade areas.

7. Make a map of all the highways and interstates entering and leaving your community.

8. Evaluate the transportation in your area.
    a. rail
    b. cab
    c. bus service
    d. trucking
    f. highways
    g. waterways
    h. flight airlines
    i. transportation for the handicapped

9. Find out about traffic counts and demographics.

10. Other areas to evaluate include:
    a. cost of living
    b. employment
    c. utilities
    d. housing & construction growth
    e. community employers
    f. U.S. government installations
    g. taxes
    h. business incentives
    i. local governments
    j. community highlights
    k. education system

Write mini-reports and make charts and graphs to help illustrate any of the areas researched on the previous page.

INTERNATIONAL ACTIVITIES IN LOCAL RELIGIOUS GROUPS, CIVIC, AND SERVICE ORGANIZATIONS

Kansas has many international connections that might not be readily apparent. Many local churches and temples are involved in international organizations and service projects. Also, many service organizations have international contacts. More importantly, the activities, projects, and contacts of the organization give it an on-going international character. This should help you to realize that not all of our international contacts are official, sponsored by the government, and the range of informal contacts is not limited to business.

After mailing the enclosed or modified surveys to different churches, temples, and service organizations such as the Rotary Club, Lyons Club, Kiwanis Club, YMCA-YWCA, Altrusa Club, etc., be prepared to answer and make some generalizations from the following list of questions:

1. In what areas of the world are projects of your local religious organizations located? Give reasons why these sites were selected.

2. List reasons you suppose religious groups would want to become involved internationally.

3. What roles do you feel a religious organization can fill that political or business agencies cannot or will not fill?

4. Discuss whether or not you can find examples of foreign ministries doing work in our country or community.

5. To what areas of the world are local civic and service organizations linked?

6. In what kinds of world projects or programs are local civic and service organizations involved?

7. What reasons do these organizations give for being involved with the world?

8. What kind of impact do these organizations have on the world? Other countries? Your state and community?

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KANSAS IN THE WORLD RELIGIOUS QUESTIONNAIRE

RELIGIOUS OFFICIAL
NAME OF CHURCH OR TEMPLE
ADDRESS
CITY, STATE, ZIP CODE

This questionnaire was developed as part of a global education activity to determine how local religious organizations in our community are involved in world projects. At the conclusion of our study, you will be more than welcome to view our compiled data. Thank you for taking the time to help us investigate how our local churches/temples are involved with world affairs. If you have any questions or comments, please feel free to contact me at ________________ ________________________ (school name)________________ (school phone number)

Thank You,

(Teacher signature) (Student signature)

1. Name of Church/Temple:

2. Religious Affiliation:

3. What world projects are regularly a part of your outreach programs?

PROJECT	AREA OF THE WORLD	MAJOR GOAL
A.		
B.		
C.		
D.		
E.		

4. What world projects were a part of your church/temple program during the past year?

5. What international topics have been studied by your church/temple during the past year?

6. Have individuals from other countries visited your congregation in the past year? From what countries?

Thank you, again, for your time and help.

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KANSAS IN THE WORLD SERVICE OR CIVIC ORGANIZATION LETTER

Title or Specific Person
Organization
Address
City, State, Zip

This questionnaire is part of a global education activity to determine how civic and service organizations in Kansas are linked to the world and countries with which they are involved. At the conclusion of our study, we will be happy to share our compiled data with you. Thank you for helping us find out how organizations in our community are linked to world concerns. If you have any questions or comments, please feel free to contact me at

______________________________ (school name)

______________ (school phone number)

Thank you,

(Teacher signature)   (Student signature)

Name of organization:

Is your membership international?

Do you have an international headquarters?

If so, where is it located?

In what country did your organization originate?

In what types of international projects does your organization participate? Please give a short explanation.

Have any members in your organization visited foreign countries in the last year?

__________ If so, what countries?

What were the major goals of these international visits?

If any of your members have traveled outside our country and would be willing to talk to our class about their experience, would you please indicate their name, the country they visited, and how they can be contacted.

Thank you, again, for your time and help!

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